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ABSTRACT

This manual for parents and teachers provides an appropriate teaching curriculum for use with trainable mentally retarded adults, age eighteen to twenty-one years. It provides first a course outline based on five knowledge areas: health, nutrition, home maintenance, basic consumerism, and job readiness. Other contents include tests, objectives, task sequencing, and knowledge area modules. Pretests, also intended for use as checkups and posttests, are correlated to the knowledge areas. In most cases they are nonverbal and evaluated by a motor activity. The objectives for each area are in a sequential order which directly correlates to the pretest, since pretest scores indicate accomplishment of objectives. A scoring key to the objectives is provided. Task sequencing is given for those areas needing a definite order of events to consistently teach the task. Each of the five knowledge area modules is divided into packets. The format for each packet includes one or all of the following: contents, necessary materials, construction, and teaching instructions. Some required materials are not provided. A bibliography lists these materials and others (with their sources) used in developing and implementing the curriculum. (YLB)

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Project RAISE
Title IV-C

HOW-TO MANUAL

by

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Project Co-ordinator

and

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CE 026 472

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DIGNITY

Dehumanization is....

Having a haircut like the rest of the bunch.
Earning a dollar for eight hours of hard labor, five to six days a week, four weeks a month.
Having your hair curled when you like to wear it straight.
Not having clothes to wear that are becoming.
Not being permitted to have a pet to care for.
Not having the privilege of decorating ones own living quarters.
Opening and censoring mail so that no privacy is respected.
Tailoring clothes with safety pins.
Moving adults to another institution or home without their knowing why, where, or when.
Being called babyish nicknames like "Timmy", "Robbie", "Danny", "Annie", or "Pattie", automatically even when you are 35 years old and want to be called Pat, Tim, Rob, or Ann.
Being talked down to like you are five while being patted on the head.
Having others discuss your "retardation" with others as they stand and watch you work.

Human Dignity is....

Selecting one's own clothing and accessories.
Being able to have a cool drink without having to ask for it.
Having your own dresser for your own personal belongings, even one drawer.
Being able to evaluate your personal appearance in a full-length mirror.
Being called Mrs., Miss, or Mr.
Being able to go to meals by yourself and not at an exact set time, as in cottage groups.
Having clothes to wear that are becoming.
Being able to have a pet to care for.
A penny in the pocket.
When one who is ill is treated like a patient and not like a person to be punished.
Providing a student with as much freedom and decision-making in daily activities as his condition allows.
Love.
Self-respect and pride.
Being allowed to be yourself.
Being appreciated for what one is worth.
Being respected as a human being.
Having funds to pay for eyeglass repair and false teeth.

Taken From a Script
by David Vail

SPECIAL THANKS

Dot Kret - for cover design
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INTRODUCTION

Dear Parents and Teachers,

A crucial need for the development of adult-oriented teaching materials and techniques exists for trainable mentally retarded adults. In an attempt to fulfill this need, Project RAISE was funded in 1977 to develop an appropriate teaching curriculum for use with trainable mentally retarded adults, age 18 to 21 years. Through RAISE'S research many materials were found to be available in the program's subject matter, however, most were geared to the young child, consequently they were inappropriate for developing an adult image.

This manual contains testing instruments, objectives, task sequencing and teaching packets with instructions for implementation. Many available teaching tools were adapted or adopted into RAISE's curriculum and a resource list is included to help make these materials available. In most cases these materials should be available at the nearest teaching supply house. If not, please refer to the resource section of this manual and order a catalog. Please feel free to incorporate all or part of this manual into your everyday activities.

Our philosophy is that every human being has the right to accomplish everything within his/her capabilities. RAISE has tried to allow each individual the opportunity to grow to his/her fullest potential. We hope that each person approaching this manual will incorporate this philosophy with enthusiasm and that the life of each human being will be fuller because of it.

TABLE OF CONTENTS

Page

SPECIAL THANKS i

INTRODUCTION ii

Course Outline 1

Pre-Test Post-Test 4
  Health - Pre-Test 5
  Nutrition - Pre-Test. 7
  Home Maintenance - Pre-Test 10
  Basic Consumerism - Pre-Test. 14
  Job Readiness - Pre-Test. 15

Objectives 16
  Health - Objectives 17
  Nutrition - Objectives. 19
  Home Maintenance - Objectives 21
  Basic Consumerism - Objectives. 24
  Job Readiness - Objectives. 26

Task Sequencing. 28
  Health - Task Sequence. 29
  Nutrition - Task Sequence 35
  Home Maintenance - Task Sequence. 37

Slides 41

Health 42
  Packet - Minor First Aid. 42
  Packet - Medical People 43
  Packet - Health and Safety Sequential Cards, Developmental Learning Materials No. 408 44
  Packet - Grooming and Hygiene 45
  Packet - Paper Doll 46
  Packet - Appropriate Attire 47
  Packet - Self-Help for Common Illness 48
  Packet - Physical Fitness 49
  Packet - Self-Care Sequential Cards, Developmental Learning Materials No. 468. 50
  Packet - People, Places, and Things: Recreation, Teaching Resources No. 85-620. 51
  Packet - Leisure Time Activities. 52

Page

Nutrition 53
  Packet - Food Group Posters. 53
  Packet - Basic Foods 54
  Packet - Nutrition Bingo 55
  Packet - Food Grab Box 56
  Packet - Where Food Comes From 57
  Packet - Where We Get Our Food - National Dairy Council 59
  Packet - Visual Shopping List 60
  Packet - Meal Planning Felt Board. 61
  Packet - Kitchen Utensils. 62
  Packet - Symbols for Recipe Cards. 63
  Packet - Recipe Cards. 65
  Packet - Visual Cookbook Beginning Readers Cookbook. 66
  Packet - Kiddie Cookery Tasks. 67
  Packet - Meal Preparation Skill Instruction. 68
  Packet - Table Setting 69
  Packet - Table Manners 70
  Packet - Healthful Snacks. 71
  Packet - How Food Affects our Body 72
  Packet - Meal Clean Up 73
  Packet - Proper Diet 74
  Packet - The Fat Board 76

Home Maintenance. 78
  Packet - Gardening 78
  Packet - Home Safety 79
  Packet - Independent Home Maintenance Skills 80
  Packet - Daily Living Activities Photo Sequence Cards, Modern Education Corporation 81
  Packet - Minor Repairs 82
  Packet - Yard Maintenance. 83
  Packet - Clean Up Do's and Don'ts. 84

Basic Consumerism 85
  Packet - Currency Identification 85
  Packet - Money Bingo 86
  Packet - Envelope Budgeting. 88
  Packet - Basic Monetary Transactions 89
  Packet - Consumer Sequential Cards, Developmental Learning Materials No. 469 90
  Packet - Basic Consumer Knowledge 91
  Packet - Lets Go Shopping, Trend Enterprises 92
  Packet - People, Places, and Things: Stores - Teaching Resources No. 85-615 93
  Packet - Building Match-ups: Developmental Learning Materials No. 320 94
  Packet - Community Workers 95
  Packet - Street Literacy 96

Basic Consumerism - Cont'd

Page
Packet - Safety Dominoes 97
Packet - City Bus. 98
Packet - Money Budgeting and Savings 100

Job Readiness 101
Packet - Self Concept. 101
Packet - Occupations Floor Puzzle, Trend Enterprises, Inc. Consumer Research 102
Packet - People, Places and Things: Occupations, Teaching Resources No. 85-610 103
Packet - Career Lotto Kit - Milton Bradley Co. 104
Packet - The Role of Bosses and Workers. 105
Packet - Interviewing Role Playing 106
Packet - Clock 107
Packet - Problem Solving Cards - Modern Education Corporation S Sound and R Sound 108
Packet - Creative Thinking Pictures, Milton Bradley Co. 109
Packet - Logic Cards, Developmental Learning Materials No. 241 . 110
Packet - Pic[illegible] Sequence Cards, Modern Education Corp. (indoor) 111
Packet - Story Telling, Job Safety 112

Helpful Hints 113
Bibliography 114

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RAISE

Course Outline

NUTRITION

I. Basic Food Groups
   A. Recognition of foods, identification of fruits and vegetables, breads and cereals, dairy products, and meats.
II. Meal Planning
   A. Balanced meals.
III. Meal Preparation and Serving
   A. Preparation of cold food.
   B. Preparation of cooked food.
   C. Table setting.
   D. Serving of foods.
   E. Table manners.
IV. Bodies Utilization of food
   A. How food affects our body.
V. Meal Clean-up
   A. Table clearing.
   B. Storage of leftover food.
   C. Dishwashing.
VI. Proper Diet
   A. Nutritional diet program plan.

HEALTH

I. First Aid
   A. Care of minor injuries.
   B. How to handle a medical emergency.
II. Grooming & Hygiene
   A. Brushing teeth.
   B. Shampooing hair.
   C. Combing hair.
   D. Use of deodorant.
   E. Proper clothes.
   F. Tying shoes.
   G. Showering/bathing.
III. Self-help for Illness
   A. Cold.
   B. Fever.
   C. Headache.
IV. Physical Fitness
   A. Exercise and the importance of maintaining a healthy body.
V. Safety
   A. Preventative self-care.
VI. Leisure Time Activities
   A. Indoor activities.
   B. Outdoor activities.

Course Outline

HOME MAINTENANCE

I. Gardening
  A. Preparation of soils .
  B. Planting.
  C. Care of garden.
  D. Harvest of produce.
II. Home Safety
  A. Prevention of fires and other household accidents.
  B. Proper use and storage of household tools and chemicals.
III. Home Environment
  A. Dusting.
  B. Vacuuming.
  C. Changing linens.
  D. Cleaning bathroom.
  E. Mopping/sweeping.
  F. Emptying trash.
  G. Cleaning stove top.
  H. Cleaning sink.
IV. Minor Repairs
  A. Hammering.
  B. Changing light bulbs.
  C. Taping.
  D. Stapling.
V. Yard Maintenance
  A. Watering.
  B. Weeding.
  C. General cleanup.
VI. Clothing Maintenance
  A. Washing clothes.
  B. Drying clothes.
  C. Folding and hanging clothes.
  D. Putting clothes away in proper place.

BASIC CONSUMERISM

I. Money Knowledge
  A. Currency identification.
II. Budgeting
  A. Proper spending of available resources.
III. Basic Monetary Transactions
  A. Paying for purchases at a restaurant, movie, etc.
IV. Basic Consumer Knowledge
  A. Comparative shopping.
  B. Consumer rights.
V. Use of Community Resources
  A. Local business agencies.
  B. Social resources .
  C. Field trips.

VI. Savings
  A. Savings account at a bank.
  B. Savings for planned purchases.

JOB READINESS

I. Looking for a Job
  A. Newspapers.
  B. Personal contacts.
II. Knowledge of Job Qualifications
  A. Understanding of skills needed.
III. Applying for a Job
  A. Secure job application forms.
  B. Complete job application forms.
IV. Interviewing
  A. Appropriate attire.
  B. Appropriate behavior.
V. Maintaining a Job
  A. Punctuality.
  B. Compatibility with fellow workers.
VI. Job Regulations
  A. Vacation time and sick time.
  B. Pay schedules.
  C. Grievance procedures.
  D. Work time, break time, lunch time.

PRE-TEST POST-TEST

The pre-test is correlated to the knowledge areas and modules listed in the course outline.

In most cases this pre-test is non-verbal and is evaluated by a motor activity. Some examples are: when testing to see if an individual can brush his/her teeth, actually have him/her brush their teeth; when asked to identify a frying pan, have the individual pick up the frying pan, or when asked to identify a fruit or vegetable ask the individual to point to the appropriate food.

We suggest this pre-test be administered approximately every six weeks with the pre-test being the initial test and the last test being the post-test. While practicing the activity it is recommended to have the test available to score actual accomplishments of the task. An example of scoring is listed below:

Pre-test = 1
Second six weeks = 2
Third six weeks = 3
Fourth six weeks = 4
Fifth six weeks = 5
Post-test = 6
Blank = Continued work is needed in this area

Example:

		Grooming & Hygiene A. Brushing teeth
Accomplished on pre-test	1	1. Gets toothbrush and toothpaste
Accomplished on 4th test	4	2. Removes cap from toothpaste
Accomplished on 5th test	5	3. Applies toothpaste to toothbrush
Accomplished on post-test	6	4. Brushes teeth
Accomplished on 2nd test	2	5. Rinses mouth
Accomplished on 3rd test	3	6. Rinses toothbrush
Needs continued work		7. Returns toothbrush and toothpaste to appropriate place.

Give the individual your initial instruction (i.e. brush your teeth), and let the student continue until assistance is necessary. At this point offer verbal instructions or physical assistance to help guide the student to the next step and then let him/her continue alone. Continue this procedure until the entire task is completed. Each step has to be completed correctly in order to obtain a passing score. Each time assistance is needed leave that step blank, indicating further instruction and practice is needed in this area.

HEALTH - PRE-TEST

I. First Aid

A. Caring for Minor Injuries

____1. Identifies would and establishes whether it is a cut or burn. (picture)
____2. Cleans wounds properly with soap and water.
____3. Gets bandage and applies to wound.
____4. Returns first aid materials to proper place.

B. Handling Medical Emergencies

____1. Identifies a medical emergency. (picture)
____2. Goes to someone for help. (i.e.: supervisor, neighbor, police, etc.) (role play).
____3. Uses telephone to explain where help is needed. (role play)

II. Grooming and Hygiene

A. Brushing Teeth

____1. Gets toothbrush and toothpaste.
____2. Removes cap from toothpaste.
____3. Applies toothpaste to toothbrush.
____4. Brushes teeth.
____5. Rinses mouth.
____6. Rinses toothbrush.
____7. Returns toothbrush and toothpaste to appropriate place.

B. Washing Hair

____1. Identifies hair needs to be washed.
____2. Assembles shampoo, creme rinse, towels, hair dryer, comb and brush.
____3. Turns on water.
____4. Adjusts temperature.
____5. Wets hair.
____6. Applies shampoo and lathers hair.
____7. Rinses hair.
____8. Applies creme rinse.
____9. Rinses out creme rinse.
___10. Towel dries hair.
___11. Uses hair dryer.

C. Combing/Brushing Hair

____1. Holds comb/brush in hand.
____2. Strokes hair with brush/comb until hair is neat.

D. Use of Deodorant

____1. Decides where deodorant should be applied.
____2. Distinguishes deodorant can/bottle.

E. Proper Clothes

____1. Decides what clothes are appropriate for different living situations.
____2. Concludes if clothes are a proper fit.
____3. Determines if clothes are clean.

* A.I.D. - TEACHER ASSISTANCE AND INDIVIDUAL DIRECTIONS.
* I.D. - INDIVIDUAL DIRECTIONS, EITHER VERBAL OR GESTURAL.

Health - Pre-Test

II. Grooming and Hygiene - Cont'd
F. Shoe Tying.
____1. Identifies shoe needs to be tied.
____2. Ties shoe with A.I.D.
____3. Ties shoe.

G. Showering and Bathing.
____1. Identifies why showering or bathing is necessary.
____2. Identifies how often showering or bathing is necessary.

III. Self Help for Illness.
A. Care of Cold.
____1. Covers mouth with hand when sneezing or coughing. (role play)
____2. Uses tissue when necessary.
____3. Disposes of tissue in proper place.

B. Care of Fever.
____1. Communicates he/she has fever and goes to proper person for help. (role play)

C. Headache.
____1. Communicates he/she has a headache.
____2. Goes to proper person for help. (role play)

IV. Physical Fitness.
____1. Takes short walks with A.I.D.
____2. Exercises with I.D. (i.e. stretches, touches toes, etc.)
____3. Decides when he/she needs rest.

V. Safety.
A. Preventative Self Care.
____1. Distinguishes if injury can be self-treated or if medical attention is needed.
____2. Stores first aid materials, medication, etc. in proper place.

VI. Leisure Time Activities.
A. Outdoor Activities.
____1. Identifies active individual outdoor activities (i.e. walking, riding bike).
____2. Identifies active group outdoor activities (i.e. football, volleyball).
____3. Identifies passive individual outdoor activities (i.e. bird-watching, sitting in yard.)
____4. Identifies passive group outdoor activities. (i.e. going on a picnic, listening to a concert in a park).

B. Indoor Activities.
____1. Identifies active individual indoor activities (i.e. exercisi home maintenance activities).
____2. Identifies active group indoor activities (i.e. active games, home maintenance activities).
____3. Identifies passive individual indoor activities (i.e. watchin TV, needlepoint).
____4. Identifies passive group indoor activities (i.e. playing monopoly, talking).

* A.I.D. - TEACHER ASSISTANCE AND INDIVIDUAL DIRECTIONS.
* I.D. - INDIVIDUAL DIRECTIONS, EITHER VERBAL OR GESTURAL.

NUTRITION - PRE-TEST

I. Basic Food Groups.

A. Recognition of Food

____1. Identifies food by name, 8 foods.
____2. Identifies food by categories.

II. Meal Planning.

A. Balanced Meals.

____1. Plans a well balanced meal by using the 4 basic food groups. (food pictures)
____2. Prepares grocery list using plastic food representations.

III. Meal Preparation and Serving.

A. Preparation of Cold Food.

Identifies by name and usage cooking materials:

____1. Cutting Knife
____2. Frying Pan
____3. Sauce Pan Lid
____4. Casserole Dish
____5. Cutting Board
____6. Measuring Spoons
____7. Measuring Cups
____8. Spatula
____9. Cookie Sheet
____10. Plate
____11. Glass
____12. Spoon
____13. Fork
____14. Knife
____15. Hot Pads
____16. Place Mat
____17. Serving Spoon
____18. Egg Beater
____19. Strainer
____20. Can Opener
____21. Rubber Scraper
____22. Pitcher
____23. Platter
____24. Tea Kettle
____25. Toaster

____26. Washes hands before handling food.
____27. Gathers necessary utensils in order to begin food preparation.
____28. Peels foods.
____29. Cuts foods or slices them with knife.
____30. Washes fruits and vegetables.
____31. Mixes different foods together in a mixing bowl.
____32. Uses measuring spoons to measure liquids.
____33. Uses measuring spoons to measure dry foods.
____34. Uses measuring cups to measure liquids.
____35. Uses measuring cups to measure dry foods.
____36. Uses a can opener. (electric or manual)
____37. Removes ice tray from freezer, removes ice from tray, refills ice tray and places back in freezer.
____38. Opens a packaged food product.
____39. Gathers necessary food in order to begin preparation.
____40. Disposes of package properly.
____41. Stores unused portion of uncooked food item properly.
____42. Pours liquids into glass.
____43. Cracks and empties an egg.
____44. Uses a manual egg beater.

* A.I.D. - TEACHER ASSISTANCE AND INDIVIDUAL DIRECTIONS
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III. Meal Preparation and Serving - Cont'd

B. Preparation of Cooked Food.

____1. Turns on burner to desired degree of heat.
____2. Uses potholder correctly.
____3. Turns on oven to desired temperature.
____4. Identifies a boiling liquid or food.
____5. Identifies a simmering liquid or food.
____6. Uses a toaster.
____7. Frys a food.
____8. Bakes a food.
____9. Warms a food in oven.
___10. Mixes foods while cooking.
___11. Uses a spatula.
___12. Gauges when food is cooked thoroughly.

C. Table Setting.

____1. Sets table properly.

D. Serving of Food.

____1. Pours or spoons cooked food into appropriate size serving dish.
____2. Places hot pad on table.
____3. Carries hot dish to the table using potholder.
____4. Sets hot dish on table and serves to dishes.

E. Table Manners.

____1. Exhibits proper table manners.

IV. Bodies Utilization of Food.

A. How Food Affects our Body.

____1. Discriminates between food that is good for your body and food that is not.

V. Meal Cleanup.

A. Table Clearing.

____1. Cleans table of dirty dishes.
____2. Disposes of waste properly.

B. Storage of Leftovers.

____1. Puts away and stores usable food or left-overs.

C. Dishwashing.

____1. Prepares dishwater.
____2. Washes dirty dishes in proper order (i.e., dishes, glasses, silverware, then heavier utencils).
____3. Rinses dishes properly.
____4. Dries silverware and other necessary items.
____5. Puts dried dishes in proper place.
____6. Wipes off counter, table, stove, and refrigerator.
____7. Puts away dishwashing equipment.

* A.T.D. - TEACHER ASSISTANCE AND INDIVIDUAL DIRECTIONS.
* I.D. - INDIVIDUAL DIRECTIONS, EITHER VERBAL OR GESTURAL.

Nutrition - Pre-Test

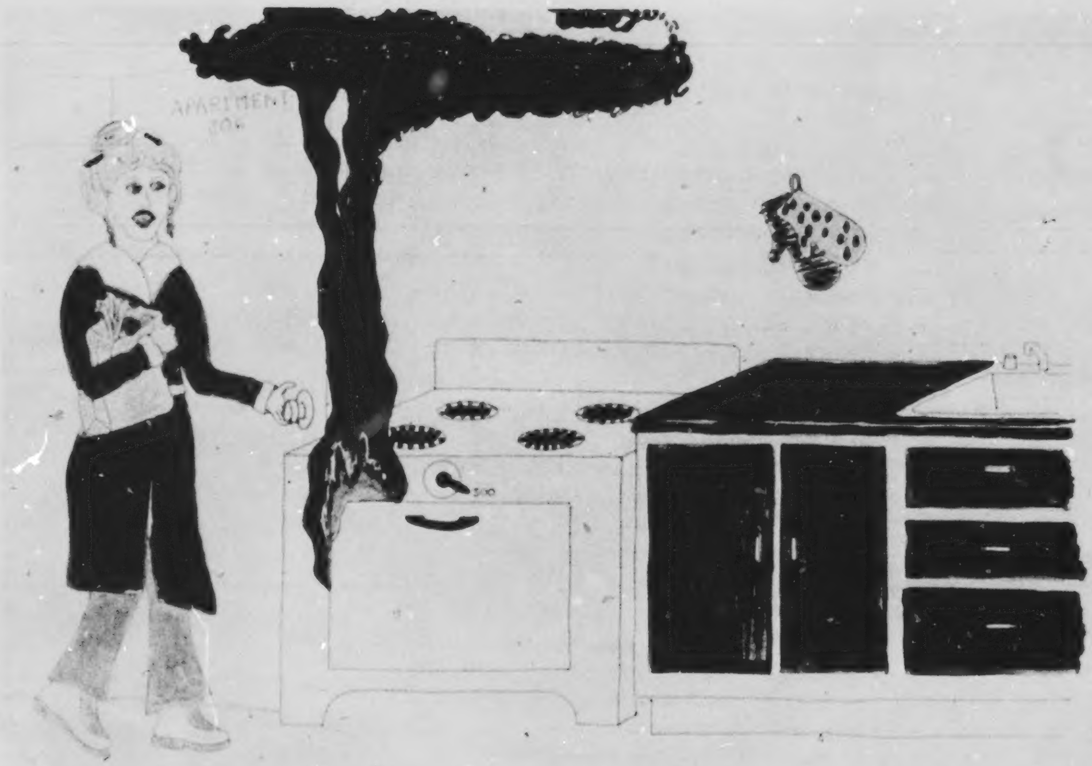
VI. **Proper Diet.**

A. Nutritional Diet Program.

____1. Identifies food that he/she is eating.

____2. Identifies nutritional value of food (i.e., candy bar vs. apple).

____3. Identifies what an appropriate diet is for his individual needs (i.e., overweight - eat smaller quantities).



* A.I.D. TEACHER ASSISTANCE AND INDIVIDUAL DIRECTIONS.

* I.D. - INDIVIDUAL DIRECTIONS, EITHER VERBAL OR GESTURAL.

HOME MAINTENANCE - PRE-TEST

I. Gardening.
A. Preparation of Soil.
____1. Prepares soil for planting.
____2. Identifies gardening tools.
____3. Uses gardening tools.

B. Planting.
____1. Plants seeds in ground at appropriate depth and spacing apart with A.I.D.

C. Care of Garden.
____1. Identifies weeds.
____2. Pulls weeds.
____3. Decides when garden needs watering and waters it properly.

D. Harvest of Produce.
____1. Decides when produce is ripe.
____2. Harvests ripe produce.

II. Home Safety.
A. Prevention of Fires and Household Accidents.
____1. Prevents fire by checking stove, heaters, irons, etc. and is sure they are turned off.
____2. Prevents burns to self by using hot pads on hot dishes on stove
____3. Properly cleans up broken glass.
____4. Hands sharp objects properly.
____5. Relates water to electricity and identifies it as dangerous.

B. Proper Use and Storage of House Tools and Chemicals.
____1. Uses cleaning agents properly.
____2. Properly stores cleaning agents.
____3. Properly stores household tools and chemicals.

III. Home Environment.
A. Dusting.
____1. Determines if furniture needs dusting.
____2. Gets dust cloth and dusting creme or spray.
____3. Removes items from furniture top.
____4. Applies dust creme or spray on furniture.
____5. Dusts furniture.
____6. Returns items to furniture.
____7. Returns dust spray/creme to appropriate place.

B. Vacuuming.
____1. Determines when floor needs vacuuming.
____2. Gets vacuum.
____3. Unwinds cord and plugs in vacuum.
____4. Turns on vacuum.
____5. Moves furniture from area to be vacuumed.

* A.I.D. - TEACHER ASSISTANCE AND INDIVIDUAL DIRECTIONS.
* I.D. - INDIVIDUAL DIRECTIONS, EITHER VERBAL OR GESTURAL.

III. Home Environment - Cont'd

____6. Pushes and pulls vacuum over floor until entire floor is clean.
____7. Unplugs vacuum and rewinds cord.
____8. Returns vacuum to storage area.
____9. Return furniture to original position.

C. Changing linens.

____1. Determines when bed sheets need to be changed.
____2. Removes soiled sheets.
____3. Removes soiled pillow cases.
____4. Places sheets in laundry basket.
____5. Gets clean sheets.
____6. Makes bed up with clean sheets.
____7. Puts pillow into clean pillowcase.
____8. Puts bed spread on bed.

D. Mopping and Sweeping.

____1. Determines floor needs mopping.
____2. Removes objects from floor (i.e., wastebasket, chairs, etc.).
____3. Sweeps floor.
____4. Uses dustpan.
____5. Gathers together necessary items for mopping.
____6. Prepares water for mopping.
____7. Mops floor.
____8. Empties bucket in proper place.
____9. Puts mop out to dry.
___10. Returns items to proper place.

E. Emptying Trash.

____1. Identifies when trash needs to be emptied.
____2. Takes trash outside and empties in proper place.
____3. Returns trash can to proper place.

F. Cleaning Stove Top and Front.

____1. Removes burners from stove.
____2. Removes catch pans from under burners.
____3. Removes knobs from face of stove.
____4. Prepares sudsy water.
____5. Washes and rinses each part removed from stove.
____6. Scrubs down top, back panel, sides, and front of stove.
____7. Rinses top, back panel, sides, and front of stove.
____8. Returns all removed parts to stove when dry.
____9. Empties sudsy water.
___10. Returns cleaning materials to proper place.

G. Cleaning Refrigerator.

____1. Throws away appropriate items (i.e., rotten vegetables, fruit, spoiled meat).
____2. Removes all items from vegetable bin.
____3. Washes vegetable bin in sudsy water and rinses.

* A.I.D. - TEACHER ASSISTANCE AND INDIVIDUAL DIRECTIONS.
* I.D. - INDIVIDUAL DIRECTIONS, EITHER VERBAL OR GESTURAL.

III. Home Environment - Cont'd
____4. Removes all items from shelves of refrigerator.
____5. Wipes floor, walls, and shelves of refrigerator with sudsy cloth.
____6. Rinses floor, walls, and shelves of refrigerator.
____7. Returns all items to shelves.
____8. Returns vegetable bin to refrigerator.
____9. Places items back in vegetable bin.
___10. Wipes off outside of refrigerator.

H. Cleaning Sink (Kitchen or Bathroom)
____1. Determines when sink needs cleaning.
____2. Gathers appropriate items for cleaning.
____3. Applies cleaner appropriately.
____4. Scrubs stains and dirt from sink and faucet.
____5. Rinses stains from sink and faucet.
____6. Shines faucets.
____7. Returns cleaning materials to proper place.

IV. Minor Repairs.
A. Hammering.
____1. Identifies hammer and nails.
____2. Uses hammer and nails appropriately.

B. Changing Light Bulb.
____1. Identifies a burned out light bulb.
____2. Changes light bulb safely.

C. Taping.
____1. Identifies different kinds of tape.
____2. Tapes items appropriately.

D. Stapling.
____1. Identifies stapler.
____2. Staples articles appropriately.

V. Yard Maintenance.
A. Watering
____1. Identifies water hose.
____2. Decides what needs watering and uses hose to water appropriately.

B. Weeding.
____1. Identifies weed.
____2. Removes weeds appropriately.

C. General Clean-Up
____1. Identifies yard tools.
____2. Determines what needs to be cleaned up in yard and does it appropriately.

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VI. Clothing Maintenance.

A. Washing Clothes.

____1. Separates clothes.
____2. Loads washer.
____3. Gets Soap.
____4. Adds soap to washer.
____5. Sets water temperature on washer.
____6. Starts washer.
____7. Unloads washer.

B. Drying Clothes.

____1. Separates clothes by fabric.
____2. Loads dryer.
____3. Sets temperature on dryer.
____4. Starts dryer.
____5. Unloads dryer.

C. Folding and Hanging Clothes.

____1. Folds flat articles (i.e., towels, etc.).
____2. Folds odd shaped articles (i.e., shirts, etc.).
____3. Hang clothes on hangers.

D. Putting Clothes Away in Proper Place.

____1. Identifies clothes that should be hung in closet and hangs clothes.
____2. Identifies clothes that should be put away in drawers and puts clothes away.
____3. Identifies where other articles are to be put away (i.e., bath towels in bathroom, dishtowels in kitchen) and puts articles in appropriate place.

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BASIC CONSUMERISM - PRE-TEST

I. Money Knowledge.
  A. Currency Identification.
    ____1. Recognizes coins and currency.
    ____2. Identifies values of coins and currency.
    ____3. Makes change for small amounts.

II. Budgeting.
  A. Proper Spending of Available Resources.
    ____1. Determines cost of necessary items and does not overspend.
    ____2. Uses a hand calculator with A.I.D.

III. Basic Monetary Transactions.
  A. Paying for Purchases at a Restaurant, Movie, Etc.
    ____1. Determines if he has enough money for the one he chooses with A.I.D.
    ____2. Pays for movie ticket and sees show.
    ____3. Pays for food and leaves tip.

IV. Basic Consumer Knowledge.
  A. Comparative Shopping.
    ____1. Identifies a sale item with I.D.
    ____2. Identifies a cheaper brand with I.D.

  B. Consumer Rights.
    ____1. Distinguishes a flaw in merchandise.
    ____2. Knows where to return faulty merchandise with I.D.

V. Use of Community Resources.
  A. Local Business Agencies.
    ____1. Identifies available government agencies. (i.e., post office, hospital, city courts, food stamps, etc.) (pictures).

  B. Social.
    ____1. Identifies social resources. (i.e., parks, movie theatres, bowling alleys, etc.) (pictures).

  C. Field Trips.
    ____1. Exhibits appropriate behavior on field trips.

VI. Savings.
  A. Savings Account at a Bank.
    ____1. Identifies a bank savings account.
    ____2. Opens a bank savings account with A.I.D.
    ____3. Maintains and utilizes a bank savings account with I.D.

  B. Savings for planned purchases.
    ____1. Identifies what he wants to buy.
    ____2. Identifies the cost of the item.
    ____3. Saves the money for his purchase.

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JOB READINESS - PRE-TEST

I. Looking for a job.

A. Newspaper.

____1. Purchases a newspaper.
____2. Reads 'want-ads'' with A.I.D.
____3. Reads ''want-ads'' with I.D.

B. Personal Contacts.

____1. Communicates with associates about locating a job.

II. Knowledge of Job Qualifications.

A. Understanding of Skills Needed.

____1. Identifies skills needed to do the job.
____2. Identifies if he has had the previous experience necessary to master the skills needed for the job.

III. Applying for the Job.

A. Filling out a Job Application.

____1. Identifies a job application.
____2. Fills out a job application with A.I.D.
____3. Fills out a job application with I.D.

IV. Interviewing.

A. Appropriate Attire.

____1. Dresses appropriately for an interview.

B. Appropriate Behavior.

____1. Acts appropriately during an interview.

V. Maintaining a Job.

A. Punctuality.

____1. Is on time for job related activities.

B. Compatibility with Fellow Workers.

____1. Gets along with fellow workers.

VI. Job Regulations.

A. Vacation Time.

____1. Identifies what is meant by vacation time.

B. Pay Schedules.

____1. Identifies how often he is paid.

C. Grievance Procedures.

____1. Identifies a grievance.
____2. Files a grievance with A.I.D.

D. Worktime, breaktime, lunch time.

____1. Identifies the differences between worktime, breaktime, lunchtime.

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OBJECTIVES

The objectives are in a sequential order which directly correlates to the pre-test. The pre-test scores indicate which objectives have been accomplished and which need continued practice. The objectives are listed in order of difficulty with number 1 being the easiest and progressing to number 3, the most difficult.

A scoring key to the objectives is as follows:

______ Student has not yet begun working on this objective.
__✓__ Student is currently working on the objective.
__✓X__ Student has accomplished the objective.

HEALTH - OBJECTIVES

I. First Aid

Objective 1 - Student will be able to care for minor injuries.

_____I. Student can identify a wound and communicate what needs to be done to care for it.

____II. Student can get necessary items to care for wound and can clean the wound.

___III. Student can wash wound with soap and water and bandage wound.

Objective 2 - Student will be able to get help in a medical emergency.

_____I. Student can recognize a medical emergency.

____II. Student can communicate to appropriate person (i.e., supervisor, police, neighbor) that help is needed.

___III. Student can dial "0", communicate that help is needed, and give address with I.D.

II. Grooming and Hygiene

Objective 1 - Student will be able to brush his/her teeth.

_____I. Student can get necessary items to begin.

____II. Student can brush teeth and put toothbrush and paste back in proper place with I.D.

___III. Student can brush teeth and put toothbrush and paste back in proper place.

Objective 2 - Student will be able to wash his/her hair.

_____I. Student can identify that hair is dirty and needs washing and assemble the necessary items.

____II. Student can wash and dry hair with A.I.D.

___III. Student can wash and dry hair with I.D.

Objective 3 - Student will be able to comb/brush his/her hair.

_____I. Student can recognize hair needs brushing.

____II. Student can brush/comb hair with A.I.D.

___III. Student can brush/comb hair with I.D.

Objective 4 - Student will be able to use a deodorant.

_____I. Student can communicate why deodorant is necessary.

____II. Student can communicate where and how to use deodorant.

___III. Student can apply (indicate how to apply) deodorant.

Objective 5 - Student will be able to choose proper clothing for various living situations.

_____I. Student can communicate whether or not clothes are clean or dirty and indicate which should be worn.

____II. Student can communicate whether or not clothes are properly fit.

___III. Student can determine appropriate clothes for different situations (work, sports, dinner, etc.).

Objective 6 - Student will be able to tie his/her own shoes.

_____I. Student can communicate if shoes need to be tied.

____II. Student can tie shoes with A.I.D.

___III. Student can tie shoes.

Objective 7 - Student will be able to identify when he/she should bathe or shower.

_____I. Student can communicate why regular bathing is necessary.

____II. Student can identify what materials are necessary while bathing (i.e., soap, towel, etc.).

___III. Student can communicate how often bathing is necessary.

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Health - Objectives

III. Self-Help for Illnesses.
Objective 1 - Student will be able to care for a cold.
_____I. Student can communicate that he/she has a cold.
____II. Student will blow/wipe nose with tissue and dispose of it properly without being prompted.
___III. Student will cover mouth and nose with hand or tissue when coughing or sneezing without being prompted.
Objective 2 - Student will be able to care for a fever.
_____I. Student can communicate he/she doesn't feel well (feels hot) to appropriate person.
____II. Student can identify he/she has a fever.
___III. Student can follow directions as given by person who is assisting.
Objective 3 - Student will be able to care for self during menstruation.
_____I. Student can communicate she is menstruating.
____II. Student can get necessary items to care for self.
___III. Student can use a pad or tampon with I.D.
Objective 4 - Student will be able to care for a headache.
_____I. Student can identify he/she has a headache.
____II. Student can communicate this to an appropriate person (supervisor, mother, etc.).
___III. Student can follow directions as given by person who is assisting.

IV. Physical Fitness
Objective 1 - Student will be able to maintain a healthy body.
_____I. Student can recognize a person who is physically fit (pictures).
____II. Student can communicate why and how to maintain a healthy body.
___III. Student can exercise with I.D.

V. Safety
Objective 1 - Student will be able to administer preventative self-care.
_____I. Student can identify a potentially dangerous situation with I.D.
____II. Student can identify a potentially dangerous situation and take necessary precautions for personal safety with A.I.D.
___III. Student can take necessary precautions to assure personal safety.

VI. Leisure Time Activities
Objective 1 - Student will be able to identify indoor activities.
_____I. Student can communicate what indoor activities he enjoys.
____II. Student can communicate how to do indoor activity.
___III. Student can do indoor activity.
Objective 2 - Student will be able to identify outdoor activities.
_____I. Student can communicate what outdoor activities he enjoys.
____II. Student can communicate how to do outdoor activities.
___III. Student can do outdoor activities.

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RAISE

NUTRITION - OBJECTIVES

I. Basic Food Groups

Objective 1 - Student will be able to recognize foods.

_____I. Student can point to a designated food. (Cue from instructor).
____II. Student can communicate what 10 different foods are.
___III. Student can get 5 different foods from kitchen.

Objective 2 - Student will be able to identify and place foods into the 4 basic food groups.

_____I. Student can communicate the 4 basic food groups with A.I.D.
____II. Student can identify 8 foods (2 from each group).
___III. Student can identify 8 foods and place them into the 4 food groups.

II. Meal Planning

Objective 1 - Student will be able to plan a balanced meal.

_____I. Student can communicate the foods he/she would like to eat (given 3 choices from each food group) to plan a balanced meal with A.I.D.
____II. Student can communicate what he/she would like to eat at a particular meal (balanced) with I.D.
___III. Student can communicate a balanced meal.

III. Meal Preparation and Serving

Objective 1 - Student will be able to prepare cold foods.

_____I. Student can communicate what items are necessary for cold food preparation.
____II. Student can assemble necessary items for cold food preparation.
___III. Student can prepare a cold food item with I.D.

Objective 2 - Student will be able to prepare cooked foods.

_____I. Student can communicate what items are necessary for cooked food preparation.
____II. Student can assemble necessary items.
___III. Student can prepare a cooked food with A.I.D.

Objective 3 - Student will be able to set the table for a full meal.

_____I. Student can communicate what is necessary for setting the table for a complete meal with A.I.D.
____II. Student can assemble the necessary items to set the table and set it with I.D.
___III. Student can set the table for a full meal.

Objective 4 - Student will be able to serve a meal.

_____I. Student can carry foods and necessary utensils and set on table.
____II. Student can transfer prepared foods into serving dishes or into plates and set on table with I.D.
___III. Student can transfer prepared foods into serving dishes, set on table and serve the food to those eating.

Objective 5 - Student will display appropriate table manners for meal time.

_____I. Student can communicate appropriate and inappropriate table manners.
____II. Student can exhibit appropriate table manners while eating a meal with I.D.
___III. Student can exhibit appropriate table manners while eating a meal.

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Nutrition - Objectives

IV. Body's Utilization of Foods

Objective 1 - Student will be able to communicate how different foods affect the body.

_____I. Student can communicate a food (10 pictures) that is "good" or "bad" for your body with I.D.

____II. Student can communicate what foods are good or bad. (name 10)

___III. Student can communicate why a food is good or bad with I.D.

V. Meal Clean-Up

Objective 1 - Student will be able to clear table of dirty dishes.

_____I. Student can communicate what needs to be done after a meal is finished.

____II. Student can clear table of dirty dishes with I.D.

___III. Student can clear table of dirty dishes.

Objective 2 - Student will be able to properly store leftover foods.

_____I. Student can distinguish what foods need to be stored.

____II. Student can get and fill appropriate storage containers.

___III. Student can put storage containers in proper place.

Objective 3 - Student will be able to wash, dry and put dishes away.

_____I. Student can prepare dishwater with I.D.

____II. Student can prepare dishwater, wash, rinse, dry and put away dishes with I.D.

___III. Student can wash, rinse, dry and put away dishes.

VI. Nutritional Diet Program Plan

Objective 1 - Student will be able to recognize the nutritional value of foods.

_____I. Student can recognize fattening and non-fattening foods with I.D.

____II. Student can recognize fattening and non-fattening foods.

___III. Student can communicate his individual diet plan and why it is appropriate.

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HOME MAINTENANCE - OBJECTIVES

I. Gardening
Objective 1 - Student will be able to prepare soil for garden.
_____I. Student can break up soil and remove unwanted items, (i.e., rocks, sticks).
____II. Student will be able to mix soil and fertilizer together.
___III. Student will be able to ventilate soil and add water accordingly.
Objective 2 - Student will be able to plant a garden.
_____I. Student can identify garden tools.
____II. Student can determine what he/she wants to plant in garden.
___III. Student can plant garden.
Objective 3 - Student will be able to care for garden.
_____I. Student can identify when garden needs watering and weeding with I.D.
____II. Student can water and weed with A.I.D.
___III. Student can determine when garden needs grooming and proceed accordingly with I.D.
Objective 4 - Student will be able to harvest produce with A.I.D.
_____I. Student can identify produce.
____II. Student can identify when produce is ready to be picked with I.D.
___III. Student can harvest produce with A.I.D.

II. Home Safety
Objective 1 - Student will be able to prevent household accidents.
_____I. Student can identify potential household accidents.
____II. Student can get help.
___III. Student can prevent household accidents.
Objective 2 - Student will be able to store household tools and chemicals in proper place.
_____I. Student can identify different household tools and chemicals.
____II. Student can identify appropriate storage areas.
___III. Student can store household tools and chemicals in proper place.

III. Home Environment
Objective 1 - Student will be able to dust.
_____I. Student can determine when something needs to be dusted.
____II. Student can assemble necessary tools for dusting.
___III. Student can dust.
Objective 2 - Student will be able to vacuum.
_____I. Student can determine when something needs to be vacuumed.
____II. Student can get vacuum.
___III. Student can vacuum with I.D.
Objective 3 - Student will be able to change linens.
_____I. Student can determine when linens need to be changed with I.D.
____II. Student can get linens.
___III. Student can remove dirty linens and put on clean linens with I.D.
Objective 4 - Student will be able to clean bathroom.
_____I. Student can determine what areas in bathroom need to be cleaned.
____II. Student can assemble cleaning materials.
___III. Student can clean bathroom with I.D.

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III. Home Environment - Cont'd

Objective 5 - Student will be able to sweep and mop floor.

_____I. Student can identify when floor needs to be swept and mopped.
____II. Student can gather necessary materials to sweep and mop floor.
___III. Student can sweep and mop floor with I.D.

Objective 6 - Student will be able to empty trash.

_____I. Student can identify when trash can needs to be emptied.
____II. Student can identify where trash should be emptied.
___III. Student can empty trash.

Objective 7 - Student will be able to wipe off stove top.

_____I. Student can determine when stove top needs to be wiped off.
____II. Student can remove necessary items from stove top with I.D. (i.e., pots, pans, burner).
___III. Student can gather necessary materials to clean stove, wipe off stove top, replace stove top parts to stove, and return cleaning materials to proper place.

IV. Minor Repairs

Objective 1 - Student will be able to hammer.

_____I. Student can recognize hammer and nail.
____II. Student can hammer nail with A.I.D.
___III. Student can hammer nail.

Objective 2 - Student will be able to change a light bulb.

_____I. Student can recognize when light bulb needs to be changed.
____II. Student can change light bulb with A.I.D.
___III. Student can change light bulb.

Objective 3 - Student will be able to glue.

_____I. Student can recognize something needs to be glued.
____II. Student can use glue properly with A.I.D.
___III. Student can use glue properly.

Objective 4 - Student will be able to staple items properly.

_____I. Student can recognize when something needs to be stapled.
____II. Student can staple items properly with A.I.D.
___III. Student can staple items properly.

V. Yard Maintenance

Objective 1 - Student will be able to water yard.

_____I. Student can recognize when yard needs to be watered.
____II. Student can water yard properly, with A.I.D.
___III. Student can water yard properly.

Objective 2 - Student will be able to weed yard.

_____I. Student can recognize a weed.
____II. Student can weed a yard with A.I.D.
___III. Student can weed a yard.

Objective 3 - Student will be able to clean up a yard.

_____I. Student can recognize when yard needs general clean-up.
____II. Student can clean up yard with I.D.
___III. Student can clean up yard.

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IV. Clothing Maintenance

Objective 1 - Student will be able to wash clothes in a washing machine.

_____I. Student can separate clothes with A.I.D. (i.e., light or dark).
____II. Student can add clothes, soap, and other necessary additives (i.e., softener, bleach) to water.
___III. Student can set water temperature, start washer, and unload when finished.

Objective 2 - Student will be able to dry clothes.

_____I. Student can separate clothes according to fabric texture with I.D.
____II. Student can put clothes in dryer.
___III. Student can set appropriate dryer temperature, start dryer, and unload clothes when finished with I.D.

Objective 3 - Student will be able to fold or hang clothes.

_____I. Student can fold simple, flat shaped clothes. (i.e., towels, sheets, etc.).
____II. Student can hang and button appropriate clothes on hangers.
___III. Student can fold unusual shaped clothes (i.e., T-shirt, blue jeans, etc.) and match socks.

Objective 4 - Student will be able to put clothes away in proper place.

_____I. Student can put away towels.
____II. Student can hang clothes in closet.
___III. Student can put clothes away in appropriate drawers. (i.e., T-shirts with T-shirts, socks with socks, etc.).

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BASIC CONSUMERISM - OBJECTIVES

I. Money Knowledge

Objective 1 - Student will be able to identify currency.

_____I. Student can identify coins.
____II. Student can make simple statement about coins.
___III. Student can select change for individual purchases with I.D.

II. Budgeting

Objective 1 - Student will be able to identify proper spending of available resources.

_____I. Student can differentiate between necessary and unnecessary items.
____II. Student can purchase budgeted items within dollar categories from a prepared list with A.I.D.
___III. Student can budget designated amount of money, prepare list and purchase budgeted items with I.D.

III. Basic Monetary Transactions

Objective 1 - Student will be able to make purchases.

_____I. Student can exhibit proper behavior during any monetary transaction.
____II. Student can compare price of single item to cash in hand and decide whether or not to purchase with I.D.
___III. Student can total prices of multiple items and compare to cash in hand with I.D. (activity-use of calculator, hand adding machine).

IV. Basic Consumer Knowledge

Objective 1 - Student will be able to comparative shop.

_____I. Student can match visual shopping list to items on shelves with A.I.D
____II. Student can recognize and purchase store or "on sale" brands of most items with I.D.
___III. Student can compare prices/weight-volume to determine best price per item with I.D.

Objective 2 - Student will be able to recognize faulty merchandise.

_____I. Student can recognize that damaged merchandise should be returned.
____II. Student can recognize faulty merchandise and return it to place of purchase with A.I.D.
___III. Student can recognize faulty merchandise and return it to place of purchase with I.D.

V. Use of Community Resources

Objective 1 - Student will be able to use local business agencies.

_____I. Student can identify business agencies.
____II. Student can identify services provided by business agencies with I.D.
___III. Student can utilize agencies with I.D.

Objective 2 - Student will be able to use social resources.

_____I. Student can use social resources properly with A.I.D.
____II. Student can use social resources with I.D.
___III. Student can seek out social resources for entertainment purposes.

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Basic Consumerism - Objectives

IV. Savings

Objective 1 - Student will be able to establish a savings account at a bank.

_____I. Student can communicate what a savings account is.

____II. Student can open a curriculum planned savings account. (i.e., practice in usage of forms, how to deposit money, etc.).

___III. Student can open a savings account at a bank with A.I.D.

Objective 2 - Student will be able to save for a planned purchase.

_____I. Student can identify what they want to purchase.

____II. Student can identify how much the item costs.

___III. Student can save the money necessary for the purchase. (i.e. savings at bank, home savings, etc.).

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JOB READINESS - OBJECTIVES

I. Looking for a Job

Objective 1 - Student will be able to identify where you look in a newspaper for a job.
_____I. Student can get a newspaper with I.D.
____II. Student can communicate to an appropriate person that he is looking for a job and needs help reading the want ads.
___III. Student can read the want ads.

Objective 2 - Student will be able to communicate with personal contacts that he is seeking a job.
_____I. Student can identify people associated with the field in which he/she is interested.
____II. Student can contact people associated in the field in which he/she is interested.
___III. Student can communicate to the appropriate person in what way he/she needs help in seeking a job.

II. Knowledge of Job Qualifications

Objective 1 - Student will be able to identify the skills needed for the job.
_____I. Student can identify the job (i.e. secretary, construction worker, etc.).
____II. Student can communicate the skills necessary for various jobs.
___III. Student can identify if he/she is qualified to do the job.

III. Applying for a Job

Objective 1 - Student will be able to fill out a job application.
_____I. Student can communicate what a job application is.
____II. Student can communicate what kinds of questions are on a job application.
___III. Student can fill out a job application with I.D.

IV. Interviewing

Objective 1 - Student will be able to dress appropriately for job interview.
_____I. Student can choose clothes that are appropriate for a job interview with A.I.D.
____II. Student can choose clothes that are appropriate for a job interview.
___III. Student can dress appropriately for a job interview.

Objective 2 - Student will be able to display appropriate behavior at a job interview.
_____I. Student can communicate what appropriate behavior is for a job interview.
____II. Student can role play and display appropriate behavior at a job interview.
___III. Student can display appropriate behavior at a job interview.

V. Maintaining a Job

Objective 1 - Student will be on time for work related activities.
_____I. Student can communicate what responsibilities are necessary for punctuality on the job with I.D.
____II. Student can be on time to work related activities with I.D.
___III. Student can be on time to work related activities.

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Job Readiness - Objectives

V. Maintaining a Job - Cont'd

Objective 2 - Student will be able to be compatible with fellow workers.

_____I. Student can identify behaviors needed to maintain a good working relationship with fellow employees.
____II. Student can role-play different work situations and identify appropriate behavior.
___III. Student can go to an appropriate person for help if unable to deal with a particular work situation.

IV. Job Regulations

Objective 1 - Student will be able to identify regulations regarding vacation time and sick leave.

_____I. Student can identify what is meant by "vacation time" and "sick leave".
____II. Student can identify how many vacation and sick days he has accrued with A.I.D.
___III. Student can identify how many vacation and sick days he has accrued.

Objective 2 - Student will be able to identify pay schedules.

_____I. Student can identify that he is paid a salary.
____II. Student can identify how much and how often he is paid with A.I.D.
___III. Student can identify how much and how often he is paid.

Objective 3 - Student will be able to identify and utilize grievance procedures.

_____I. Student can identify what a grievance procedure is
____II. Student can identify steps involved in a grievance procedure.
___III. Student can submit a grievance with I.D.

Objective 4 - Student will be able to identify proper behavior during work, lunch, and breaktime.

_____I. Student can identify work, lunch, and breaktime.
____II. Student can identify the proper behavior during work, lunch, and breaktime.
___III. Student can act appropriately during work, lunch, and breaktime.

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TASK SEQUENCING

Task sequencing was developed for those areas where a definite order of events was needed to consistently teach the task. These task sequences afford the instructor the opportunity to pinpoint a break down in the activity and to teach the task in the exact sequence of the task events each time the task is performed.

HEALTH - TASK SEQUENCE

I. Putting on Deodorant
   1. Grasp can and take from shelf.
   2. Holding the can in one hand, pull the lid off with the other hand.
   3. Place lid on counter.
   4. Holding the can in the right hand, raise left arm.
   5. Place forefinger on button on top of can.
   6. Raise can to left armpit with front of button facing armpit.
   7. Press button with forefinger and spray armpit.
   8. Lower can.
   9. Lower left arm.
   10. Change deodorant can to left hand.
   11. Raise right arm.
   12. Repeat steps six, seven, eight and nine.
   13. Holding can in left hand reach for lid with right hand.
   14. Grasp lid and place back on deodorant can.
   15. Return can to shelf.

II. Bathing
   1. Place stopper in bottom of bathtub.
   2. Fill bathtub 1/2 to 3/4 full with warm to moderately hot water.
   3. Holding on to the sides of the tub with both hands, slowly lower body into a sitting position in the tub.
   4. Grasp soap in one hand and begin to massage over body, starting with face.
   5. Gradually work soap from head to toes covering entire body.
   6. Return soap to soap dish.
   7. Pick up wash cloth and massage soaped areas.
   8. Rinse wash cloth and return to side of tub.
   9. Rinse body with water.
   10. Pull stopper from bottom of tub.
   11. Grasp side of tub with one hand and stand up slowly.
   12. Step from tub to bathmat.
   13. Grasp towel in both hands.
   14. Beginning at the head, rub towel over entire body to dry.

III. Wash Hands - (also for Nutrition knowledge area)
   1. Turn on water by grasping faucet in right hand and turn counter clockwise.
   2. Wet hands under water.
   3. Pick up soap.
   4. Lather hands by rubbing palms together around soap.
   5. Put down soap.
   6. Continue to lather hands by rubbing the back of each hand with palm of opposite hand and rub between fingers.
   7. Rinse hand under water.
   8. Turn off water.
   9. Grasp paper towel in both hands, pull paper towel toward self evenly with both hands, tear to right.
   10. Dry hands.
   11. Put paper towel in garbage.

Health - Task Sequence

IV. Clipping Nails

1. Pick up nail clipper in right hand.
2. Place edge of clipper on end of nail.
3. Squeeze nail clipper together moving around excess nail until nail is completely cut off.
4. Repeat steps two and three on each finger of left hand.
5. Switch clipper to left hand.
6. Repeat steps two, three, and four on right hand.
7. Put nail clippers down.
8. Dispose of clipped nails in garbage.

V. Washing Face

1. Obtain wash cloth, towel, soap.
2. Grasp faucet, turn on water by turning faucet handle counter clockwise (cold water first, then hot).
3. Grasp soap, place under water.
4. Turn off faucet, rub soap on washcloth.
5. Place soap back in container.
6. Rub washcloth on face area to soap face.
7. Scrub face with washcloth.
8. Put wash cloth down in sink.
9. Turn on faucet.
10. Rinse face with water.
11. Turn off faucet.
12. Grasp towel with both hands and pat face dry.
13. Return towel to hanger.
14. Grasp washcloth.
15. Turn on faucet (cold water first, then hot).
16. Rinse washcloth under running water.
17. Turn off faucet.
18. Wring out washcloth.
19. Return washcloth to rack.

VI. Shaving

1. Pick up shaver from cabinet and plug into outlet.
2. Grasp handle of shaver.
3. Turn on shaver.
4. Place shaver head on bearded part of face.
5. Massage shaver over entire bearded part of face until all has been shaved.
6. Turn off shaver and unplug.
7. Clean shaver and clean up shavings.
8. Return shaver to cabinet.

VII. Washing Hair

1. Grasp faucet handle, turn counter clockwise to turn on.
2. Kneeling beside tub, slowly bend over tub to lower head under faucet.
3. Wet entire head of hair.
4. Turn off faucet.
5. Put shampoo on hair.
6. Move fingers around scalp to massage shampoo into all parts of hair.
7. Turn on faucet (cold first, then hot).
8. Rinse hair.
9. Repeat steps four thru eight.

VII. Washing Hair - Cont'd

10. Turn off faucet.
11. Put conditioner on hair.
12. Massage through hair.
13. Turn on faucet.
14. Rinse hair.
15. Turn off faucet.
16. Grasp towel.
17. Wrap towel around hair.
18. Pat hair to dry.
19. Comb out hair.

VIII. Brushing Hair

1. Grasp firm handle end of brush in hand, with bristles extending out from thumb and forefinger.
2. Bend elbow and raise arm from shoulder to place hand on top of head with bristles facing down on hair.
3. Press down gently and place bristles to scalp.
4. Stroke downward to pull brush through entire length of hair.
5. Repeat sections two, three and four moving brush from one side of head to the other until entire head of hair is combed.
6. Lower arm and hand to counter top; release brush handle on counter.

IX. Brushing Teeth

1. Get toothpaste and toothbrush from cabinet.
2. Unscrew cap to toothpaste and place cap on counter.
3. Pick up toothbrush.
4. Squeeze toothpaste tube and hold above toothbrush until toothpaste begins to come out.
5. Pull toothpaste along top of toothbrush to apply toothpaste.
6. Put toothpaste tube down on counter.
7. Grasp faucet handle and turn counter-clockwise to turn on cold water.
8. Hold toothbrush under water.
9. Turn off water by turning faucet handle clockwise.
10. Put toothbrush in mouth and angle bristles toward gums.
11. Use short back and forth strokes to cover outside of teeth.
12. Place toothbrush on insides of front teeth and hold the brush vertically, angle the bristles toward your gums and use short up and down strokes.
13. Keeping the brush flat, brush the chewing surfaces of teeth by brushing back and forth.
14. Move around mouth to cover all teeth.
15. Take toothbrush from mouth.
16. Grasp faucet handle and turn counter-clockwise to turn on water.
17. Fill glass with water.
18. Gargle with water and rinse mouth.
19. Repeat step 18 until mouth is thoroughly rinsed.
20. Put glass on counter.
21. Rinse toothbrush under water.
22. Grasp faucet handle and turn clockwise to turn off water.
23. Place toothbrush back in cabinet.
24. Screw cap back on toothpaste.
25. Place toothpaste tube back in cabinet.
26. Close cabinet.

X. Caring for Minor Laceration

1. Turn on faucet by turning faucet handle counter-clockwise.
2. Place laceration under water and rinse.
3. Pick up soap and massage on laceration.
4. Rinse lacerated area under water.
5. Pat dry lacerated area.
6. Remove bandage from box.
7. Pull red cord to remove bandage wrapper.
8. Pull tabs away from center of bandage
9. Place gauze part of bandage on laceration.
10. Continue to pull bandage tabs away from center of bandage
11. Press down on side strips of bandage to adhere bandage to skin.

XI. Caring for Minor Burn

1. Turn on cold faucet by turning faucet handle counter-clockwise.
2. Place burn under water.
3. Hold under very cold water for extended length of time.
4. Turn off water.
5. Pat dry burn.

XII. Dialing Telephone - (also for Basic Consumer knowledge area)

1. Identify numbers and letters on phone.
2. Pick up receiver with one hand and place appropriate ends to ear and mouth.
3. Identify dial tone.
4. Put finger in appropriate hole on dial and turn clockwise until it stops.
5. Withdraw finger to let dial return to initial position.
6. Repeat steps four and five until number is dialed.
7. Identify ring or busy signal.
8. Return receiver to telephone.

XIII. Dressing - putting on underpants

1. Sit on chair or edge of bed.
2. Grasp sides of underpants with both hands each hand at the top edge of the underpants, with front of pants facing away from body.
3. Lower pants to feet.
4. Step into underpants with right foot in right leg hole and left foot in left leg hole.
5. Stand up.
6. Slowly pull underpants up legs until waist band is around waist.
7. Let go of underpants.

XIV. Dressing - putting on bra

1. Pick up bra holding end with hook in one hand.
2. Pull open end of bra around back with each hand.
3. Place hand behind back and grasp other hook with other hand.
4. Turn bra around so that the hook is in back of body.
5. Slowly pull bra up to chest area.
6. Slide right hand and arm through right shoulder strap.
7. Place strap on shoulder.
8. Slide left hand and arm through left shoulder strap, place strap on left shoulder.

Health - Task Sequence

XV. Dressing - putting on T-shirt

1. Pick up T-shirt at bottom right and left corners with front of shirt facing toward body.
2. Raise shirt over head and pull down until head slides through neck hole in shirt.
3. Slide right hand and arm through right sleeve.
4. Lower right side of shirt on body.
5. Slide left hand through left sleeve.
6. Lower left side of shirt on body.
7. Grasp shirt at bottom and pull to waist to cover body.

XVI. Putting on socks

1. Grasp top sides of sock between thumb and forefinger of both hands.
2. Lower to foot.
3. Push toes of right foot into opening at top.
4. Pull sock over toes and middle of foot.
5. Continue pulling sock over heel.
6. Pull up top of sock around ankle until sock lays smooth.
7. Repeat steps one thru six for left foot.

XVII. Remove Socks

1. Grasp top sides of right sock in between thumb and forefingers of both hands.
2. Push sock below heel.
3. Grasp sock at toe and pull off of foot.
4. Repeat steps one, two and three for removal of left sock.

XVIII. Putting on Pants

1. Sit on chair or edge of bed.
2. Grasp sides of waistband of pants with both hands with front of pants facing away from body.
3. Lower pants to feet.
4. Step into pants with right foot in right leg and left foot in left leg, until feet come thru bottom of each pant leg.
5. Stand up.
6. Slowly pull pants up legs until waist band is around waist.
7. Let go of waistband.
8. Close snap or button at top of zipper.
9. Grasp pant zipper and pull up until zipper is completely closed.

XIX. Remove Pants

1. With both hands grasp snap or button and open waistband above zipper.
2. Grasp top of zipper with one hand and push down track until zipper is open.
3. Grasp pant sides with both hands at waistband.
4. Push pants down past knees to ankles.
5. Sit down on chair or edge of bed.
6. Grasp cuffs and remove pants from right leg and then left.
7. Pick up pants and put away.

XX. Put on Shirt, Sweater or Jacket

1. Remove garment from hanger, make sure it is right side out.
2. Hold garment collar with left hand with garment front facing you.
3. With right hand push hand under collar and shoulder of garment and into arm hole.
4. Pull collar with left hand until right arm reaches end of sleeve of garment and collar reaches neck.
5. Let go of collar.
6. With right hand reach to left shoulder and pull collar to left side.
7. With left hand reach behind you.
8. Put hand in left arm hole and push until hand passes through to end of sleeve.
9. Pull front of garment together.
10. Zip, button or snap garment.

XXI. Put on Shoes

1. Get shoes, sit down in chair or edge of bed.
2. Place shoes on floor in front of you with left shoe on left side and right shoe on right side, with toes pointing away.
3. With both hands grasp shoe with thumb and forefinger, one on side of shoe the other holding tongue.
4. Place toe in opening of shoe.
5. Push toe and heel into shoe.
6. Tie or buckle shoe if necessary.

XXII. Removing shoes

1. Untie or unbuckle shoes if necessary.
2. With left hand grasp heel of left shoe.
3. Pull heel and toe out of shoe.
4. Repeat steps two and three for right shoe.

XXIII. Shoe Lace Tying

1. Identify shoe lace ends.
2. Between thumb and forefinger grasp right shoe lace end with right hand and left shoe lace end with left hand.
3. Cross right lace over left lace leaving opening between cross and shoe.
4. Release laces.
5. With right hand grasp lace on right side of shoe.
6. With left hand grasp lace on left side of shoe.
7. With left hand insert end of lace through opening between crossed laces and shoe passing under other lace in a left to right direction.
8. Release lace from right hand.
9. With right hand grasp shoe lace end from left hand and pull thru opening.
10. Transfer shoe lace end from right hand to left.
11. Grasp remaining shoe lace end with right hand.
12. Pull laces until tight.
13. Release laces.
14. Grasp right shoe lace end in middle with right hand.
15. Repeat step 14 with left hand.
16. Form loop by joining middle of each shoe lace end with portion of corresponding lace nearest initial tie.
17. Cross right loop over left loop leaving space between cross and initial tie.
18. Release right hand after making sure left hand is holding cross of loops between thumb and forefinger.

NUTRITION TASK SEQUENCE

I. Opening Packaged Food
   1. Get package from cupboard and place on counter.
   2. Using one hand grasp package around middle portion with thumb and forefingers.
   3. With free hand open top portion of package.

II. Carrying Pans from Stove to Counter - Saucepan
   1. Put on oven mittens.
   2. Grasp handle with thumb and forefinger.
   3. Pick up pan by handle, holding level.
   4. Slowly carry from stove to counter.
   5. Set pan down on counter and remove oven mittens.

III. Carrying Pan from Stove to Counter - Casserole Dish
   1. Put on oven mittens.
   2. Grasp handles with each hand on opposite sides.
   3. Left dish and slowly carry from stove to counter, holding level.
   4. Remove hands from handles and take off oven mittens.

IV. Opening Screw Top Jars
   1. Remove jar from cupboard and place on counter.
   2. With one hand grasp bottom portion of jar tightly between thumb and forefinger.
   3. With other hand grasp lid between thumb and forefinger.
   4. Turn counter clockwise and release jar.
   5. Repeat steps three and four until lid can be removed from jar.
   6. Place lid on counter.
   7. Replace lid on jar turning clockwise.

V. Turn on Water
   1. Grasp faucet handle in hand between thumb and forefinger.
   2. Holding on to handle with hand turn handle counter-clockwise.
   3. To turn water off, turn handle clockwise until tight.

VI. Turn on Stove
   1. Grasp stove knob between thumb and forefinger.
   2. Turn knob counter-clockwise, release knob.
   3. Grasp knob, turn knob clockwise to turn off stove.

VII. Using a Knife
   1. Pick up knife by handle with one hand, sharp edge down.
   2. Hold food in other hand on cutting board.
   3. Bring knife down on food, apply pressure until knife goes through food to cutting board.
   4. Each time after cutting move fingers out of way of next cut. (to ensure safety).
   5. Continue steps three and four until food is completely cut.

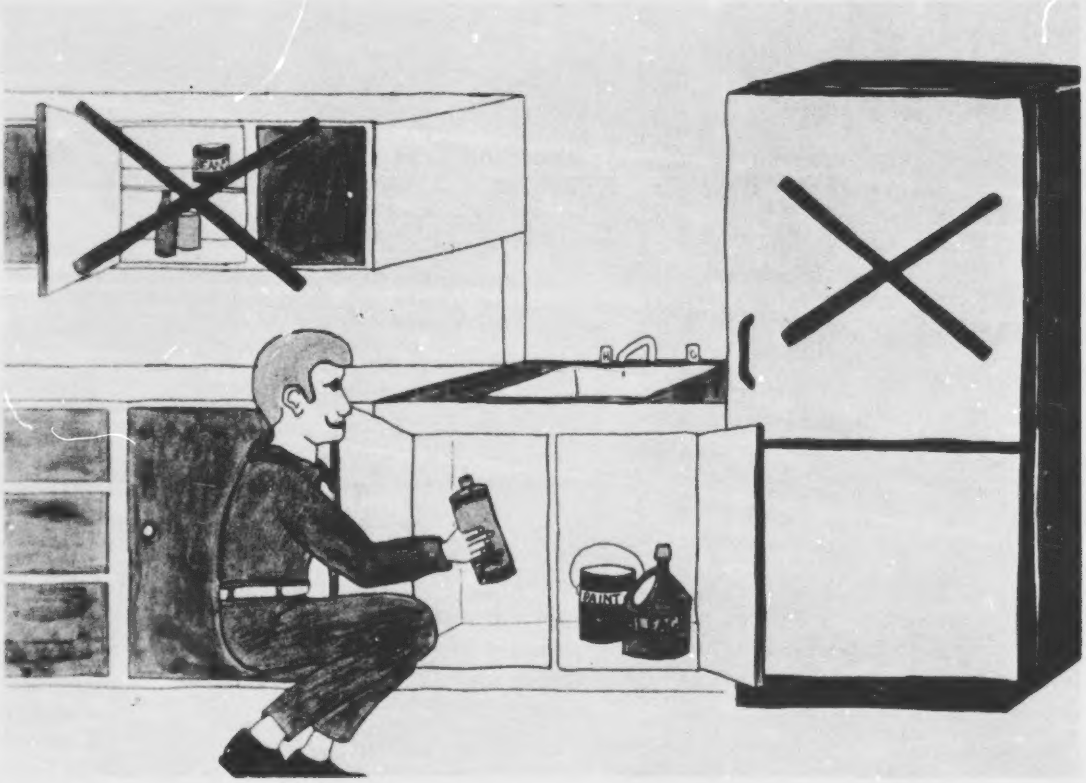
VIII. Dishwashing
   1. Put stopper in sink.
   2. Grasp dishwashing liquid and add to sink.
   3. Grasp faucet handle and turn on hot and cold water, to fill sink and to fill other pan/sink with rinse water.
   4. Turn off water.

VIII. Dishwashing - Cont'd

5. Grasp dish in one hand and sponge in other hand.
6. Submerge dish in dishwater.
7. Wipe dish with sponge until clean.
8. Place dish in rinse water to rinse.
9. Place dish in drainer.
10. Repeat steps number 5 thru 9 until all dishes are clean (dishes will be washed in proper sequential order).
11. Grasp dish towel and wipe appropriate dishes until dry and return to cupboard or drawer.
12. Remove stopper or empty dishpan of dirty water and rinse pan or sink.

IX. Table Setting

1. Grasp placemat and place on table.
2. Grasp plate and put in middle of placemat.
3. Grasp napkin and place on left side of plate.
4. Grasp fork and place on or beside napkin.
5. Grasp knife and place to right of plate.
6. Grasp spoon and place to right of knife.
7. Grasp glass/cup and place above knife.



HOME MAINTENANCE - TASK SEQUENCE

I. Vacuuming

1. Grasp vacuum by handle and lift from closet to room.
2. Grasp vacuum cord by plug and unwind.
3. Pull cord to socket and plug in and uuwind.
4. Walk back to vacuum.
5. Hold vacuum by handle and with forefinger or foot (according to where switch is on vacuum) press switch to "on" to start vacuum.
6. Holding on to the vacuum handle,push vacuum forward until forearm is extended.
7. Pull vacuum back toward body in diagonal direction.
8. Continue steps six and seven until entire rug is vacuumed.
9. With forefinger or foot (See step #5 above) turn vacuum off.
10. Walk to wall socket and pull cord from socket.
11. Walk back to vacuum and move cord (in circular motion) to wind back on to machine.
12. Snap plug back onto cord to hold in place.
13. Push vacuum back to closet.
14. Open closet door.
15. Grasp vacuum by handle and lift into closet.

II. Dusting

1. Get dust spray/creme and cloth from cabinet.
2. Remove objects from table.
3. Grasp cloth in hand and apply dust spray/creme to cloth.
4. Place cloth on tabletop.
5. Beginning at top of table begin left to right sweeping motion with hand.
6. Continue working from left to right until you have moved from the top to the bottom of the table.
7. Put cloth down.
8. Replace objects to table top.
9. Continue steps one thru seven around the room until all surfaces are dusted.
10. Replace dust spray/creme and cloth in cabinet.

III. Mopping - (also for Nutrition Knowledge areas)

1. Fill bucket with water.
2. Add floor cleaner to water in appropriate amount.
3. Take bucket to edge of floor.
4. Grasp mop handle with both hands, one above the other.
5. Raise mop above bucket and lower into bucket.
6. Submerge mop head completely in water.
7. Raise mop above bucket.
8. Wring out mop head.
9. Place mop on floor.
10. Place one hand above other hand on mop handle about 12 inches apart.
11. Push mop forward and then pull backward.
12. Move to side about six inches and repeat step eleven.
13. Repeat steps four thru twelve until entire floor is mopped.

Home Maintenance - Task Sequence

III. Mopping - Cont'd

14. Rinse and clean mop head in sink.
15. With mop head raised, put in appropriate place to dry.
16. Lift bucket and empty bucket into sink.
17. Return bucket to respective area.

IV. Sweeping - (Also for Nutrition knowledge area)

1. Get broom from broom closet.
2. Place broom head on floor.
3. Grasp broom handle with one hand approximately six inches from the top and the other approximately twelve inches below the top hand.
4. Reach in front of body with broom, extending it forward to place broom head on floor.
5. Pull broom in sideways motion.
6. Repeat steps four and five until entire floor is swept.
7. Sweep dirt into large pile.
8. Grasp dust pan by handle.
9. Hold dust pan on floor with flat edge of dust pan directly behind dirt pile.
10. Pick up broom at top of head and brush dirt into dust pan.
11. Put down broom.
12. Carry dust pan to garbage and empty.
13. Return broom and dust pan to broom closet.

V. Cleaning Sink - (Also for Nutrition knowledge area)

1. Get scouring powder can from storage area.
2. Turn on faucet and wet sides of sink.
3. Grasp can and sprinkle powder on sink.
4. Grasp sponge and scrub sink.
5. Return sponge to proper place.
6. Turn on water and rinse off sink.
7. Return scouring powder to proper place.

VI. Cleaning Toilet

1. Get toilet cleaner from storage area.
2. Flush toilet.
3. Lift up toilet seat.
4. Grasp toilet bowl cleaner in hand and sprinkle on sides of toilet bowl.
5. Get toilet brush from storage area.
6. Scrub inside of toilet bowl with brush, in circular motion.
7. Flush toilet, rinsing brush in water at same time.
8. Return toilet cleaner and brush to appropriate place.
9. Put down toilet seat.

VII. Hammering

1. Get hammer and nail from storage area.
2. Hold nail in one hand with the nail point on board surface.
3. Pick up hammer in other hand by hammer handle.
4. Pull back hammer and swing forward to hit head of nail.
5. Repeat above.
6. When nail is one half way in board student will let go of nail.
7. Repeat step four until nail is completely pounded in board.
8. Return hammer to storage area.

VIII. Washing Clothes
1. Get dirty clothes from hamper.
2. Separate clothes (light/dark).
3. Get laundry soap and measuring cup from cupboard.
4. Get money for washing machine.
5. Carry laundry basket, soap, measuring cup and money to laundry facilities.
6. Open lid to washing machine.
7. Place clothes in washing machine.
8. Adjust water temperature.
9. Place coins in machine coin slot.
10. Start machine.
11. Measure soap into measuring cup.
12. Add soap to washing machine.
13. Rinse measuring cup.
14. Close washing machine lid.
15. Wait for machine to run through cycle.

IX. Drying Clothes
1. Separate wet clothes according to fabric.
2. Open door to dryer.
3. Place clothes in dryer.
4. Close dryer door.
5. Set dryer temperature.
6. Place coins in machine coin slot.
7. Start machine.
8. Wait for machine to run through cycle.
9. Open dryer door.
10. Unload dryer.
11. Place clothes in laundry basket.

X. Folding towels and flat items
1. Place right - side down on bed/table.
2. Fold in half length-wise matching corners.
3. Fold in half width-wise matching corners.
4. Fold in half length-wise matching corners.

XI. Folding T-shirts
1. Place shirt right side up on bed/table.
2. Button all buttons.
3. Turn shirt over.
4. Lay flat on bed/table.
5. Smooth out wrinkles.
6. Fold shirt in half.
7. Take right sleeve and place directly on top of left sleeve.
8. Fold sleeve at shoulder seam onto body of shirt.
9. Pick up shirt tail and fold over to lay on top of shirt collar.

XII. Folding Pants
1. Place pants right side up on bed/table.
2. Zip or button pants.
3. Fold left pant leg over to lay directly on top of right pant leg.
4. Pick up waist band of pants.
5. Fold waist band over to pant leg bottom.

XIII. Hanging Shirts, Jackets, Coats

1. Get hanger from closet.
2. Place shirt right side up on bed/table.
3. Pull sleeves right side out.
4. Lay sleeves flat on bed/table.
5. Open shirt from center, unfastening if necessary.
6. Insert hanger into left arm hole then right arm hole with hook extending above collar of shirt.
7. Close shirt.
8. Button, zipper or snap shirt.
9. Pick up hanger by hook and hang in closet.

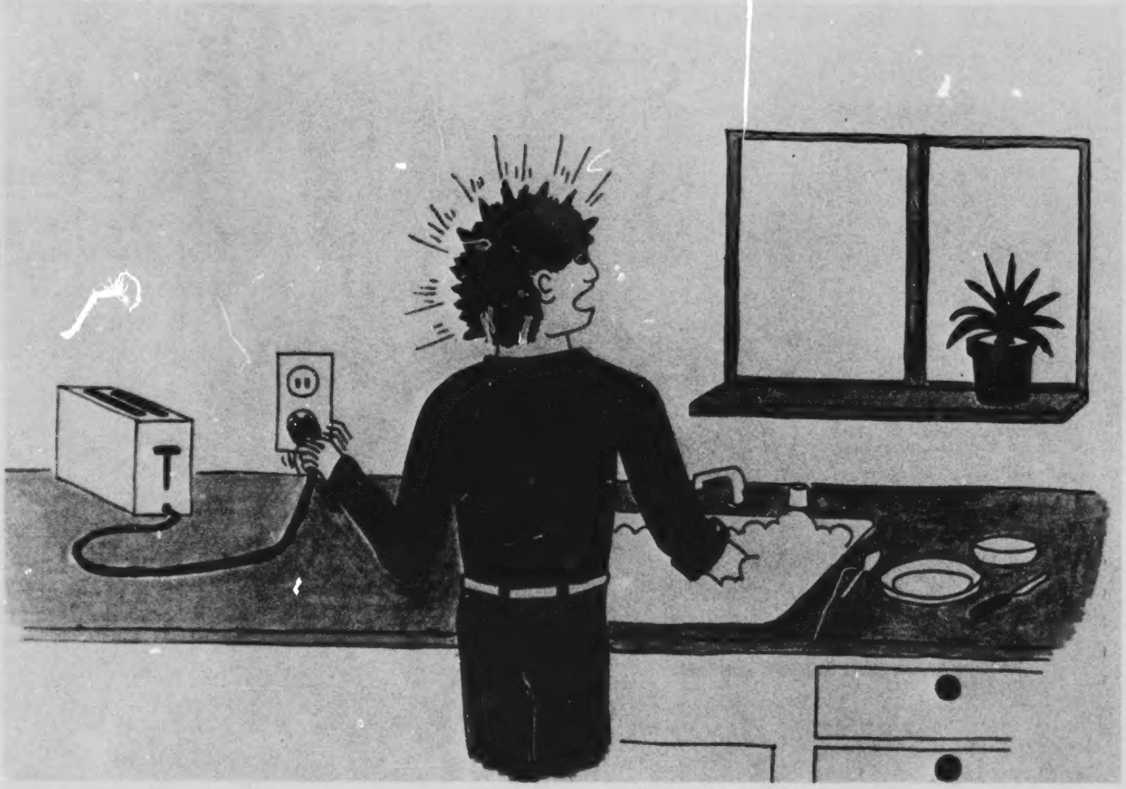
XIV. Hanging Pants (creased)

1. Pick up pants by pant leg cuffs.
2. Match seams together on right leg then left leg.
3. Place legs together matching all four seams.
4. Hold pant leg cuffs in left hand.
5. Pick up waist of pants with right hand.
6. Stretch pants out on bed/table.
7. Smooth out wrinkles.
8. Get hanger from closet.
9. Hold hanger by hook with left hand.
10. Hold hanger at pant cuff with straight bar of hanger resting on bed.
11. With right hand slip cuffs over straight bar of hanger.
12. With left hand slide hanger to middle of pants.
13. Pick up hanger.
14. Hang in closet.

TOILET BOWL
CLEANER

SLIDES

The RAISE Project research revealed a dearth of appropriate audio-visual material which portrays the adult image necessary for the students perception of himself. Most available materials that relate to the scope of the project are obviously child-oriented. As a result we have develcped an educational slide presentation consisting of 50 adult-oriented drawings. The subject matter of the slides was determined by the lack of available teaching aids within the five knowledge areas. Throughout this manual you will find prints of this slide presentation.



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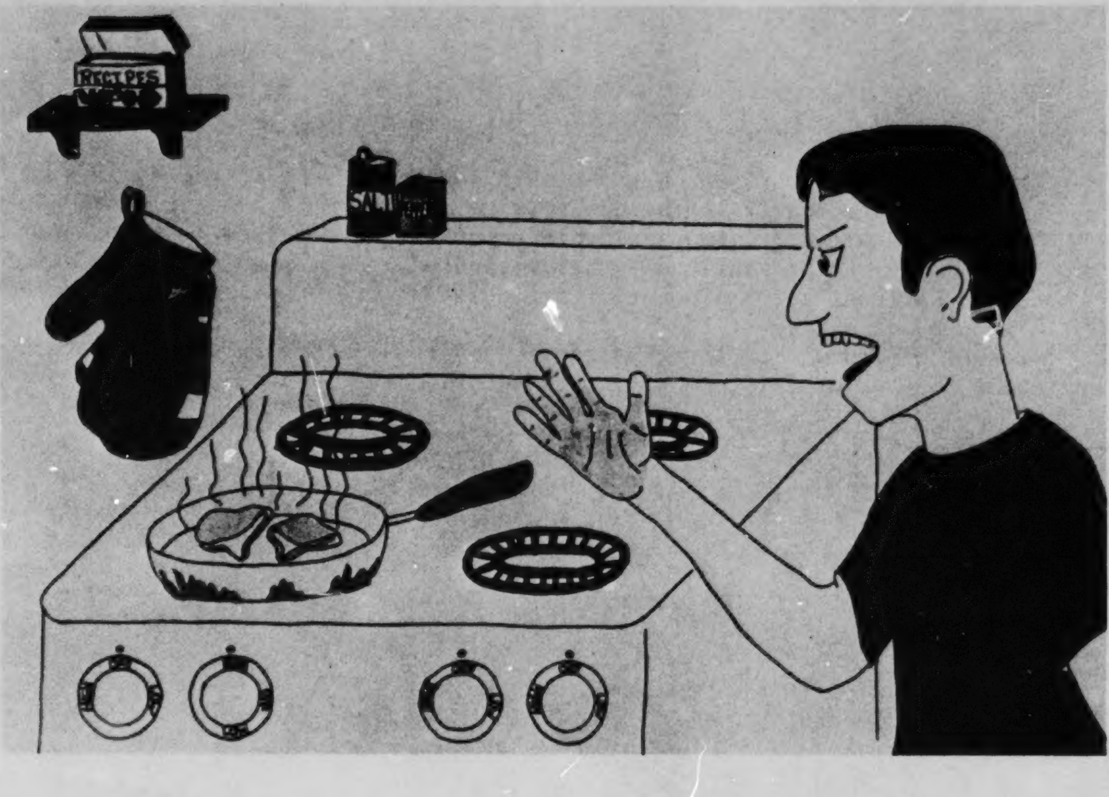
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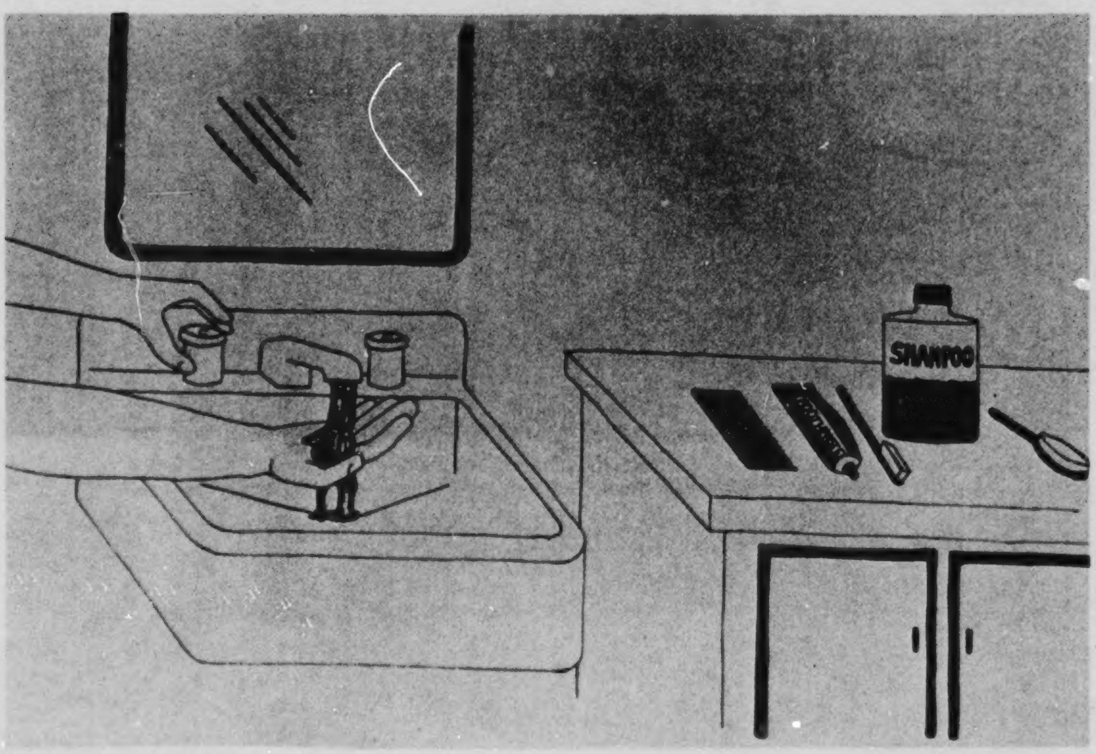

SHAMPOO

HEALTH

PACKET - MINOR FIRST AID

Contents

1. Pictures of an adult with a minor cut or minor burn, antiseptic, bandages, soap and water, etc.
2. Pictures of major accident or injury.
3. Picture of someone calling for help.
4. Picture of someone having an epileptic seizure.

Necessary Materials

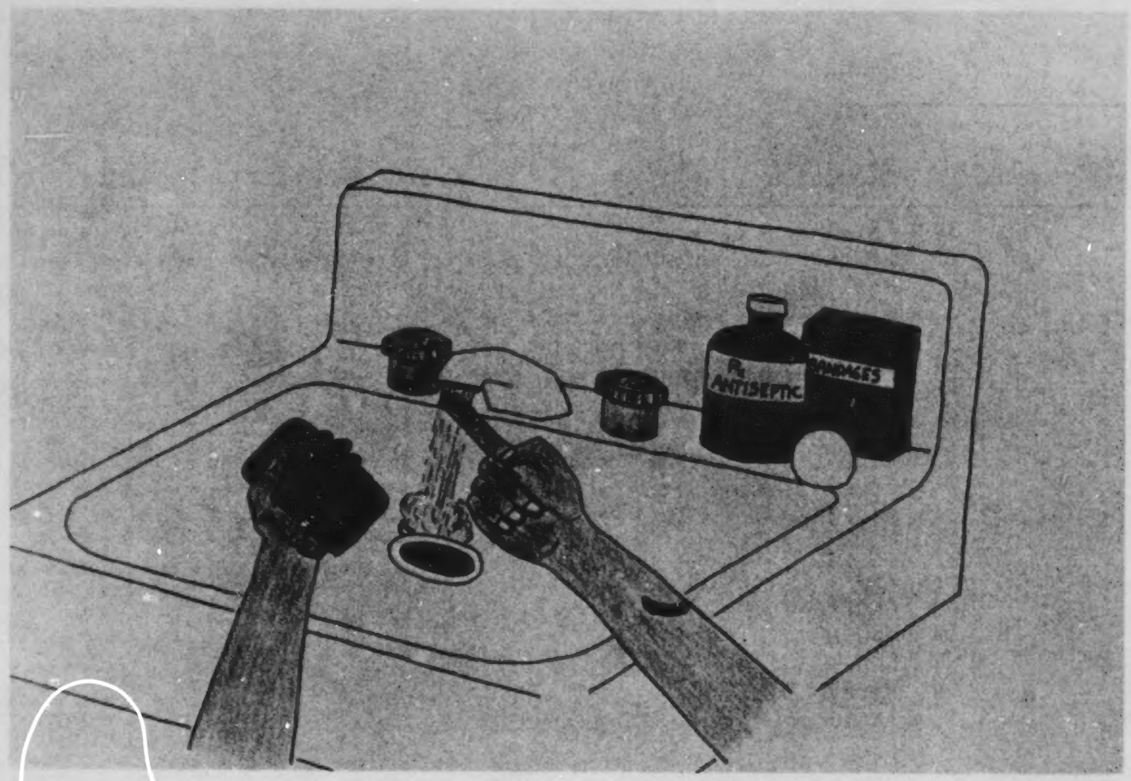
1. Pictures - purchase pictures from a resource center or cut from a magazine or American Red Cross book.
2. Scissors.
3. Tagboard.
4. Glue.
5. American Red Cross book.
6. Bandages.
7. Soap.
8. Water.
9. Antiseptic.

Construction

1. Acquire appropriate pictures from magazines, Red Cross book, or resource center.
2. Glue pictures to white tagboard to prevent pictures from tearing.

Teaching Instructions

1. Discuss each picture including:
    a. What has happened (i.e. cut, burn, etc.).
    b. What could have been done to prevent the injury.
    c. How to care for injury properly.
    d. Is the injury major or minor.
    e. If injury is major, discuss that it is not self treatable and help should be secured. (i.e. call ambulance, etc.)
2. Practice actual treatment of a cut or burn. Role play that you have a cut and have students apply proper first aid treatment.
3. Discuss epileptic seizures and what the student should do if someone they are with has one (i.e. move objects that may cause an injury away from the victim and get help as soon as possible).
4. Role play all types of medical emergencies, practice use of telephone or going to someone for help. Practice telling where help is needed.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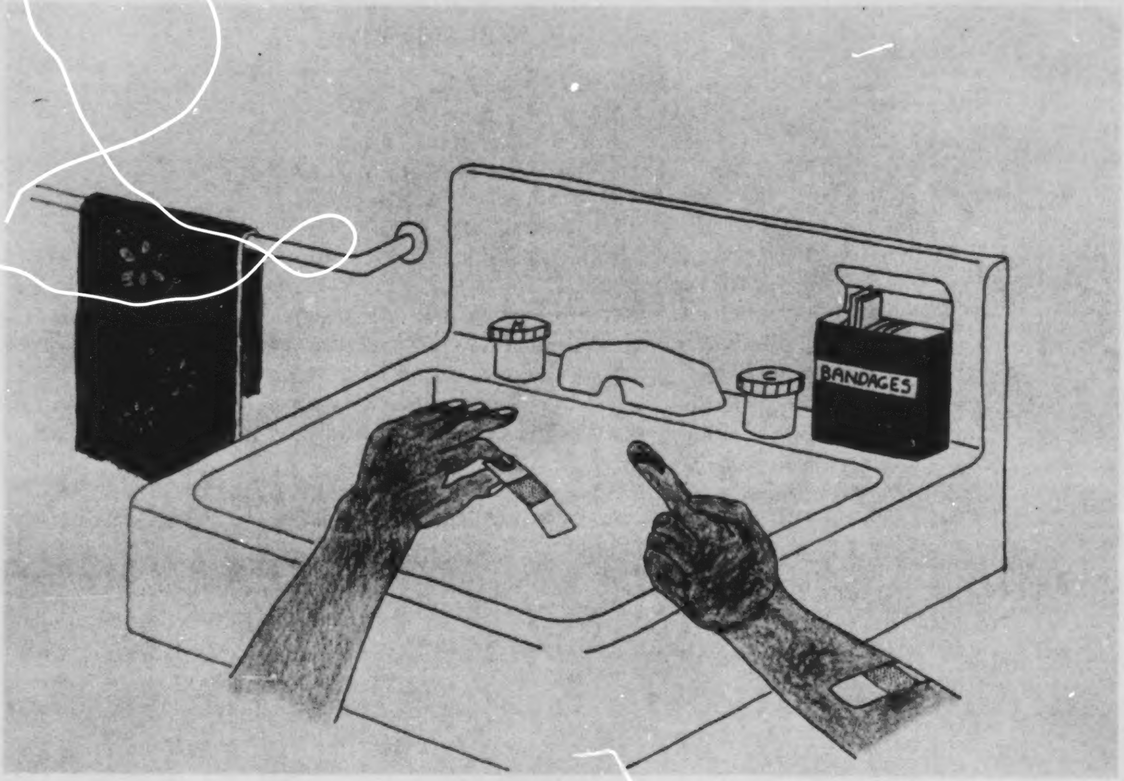
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BANDAGES

PACKET - MEDICAL PEOPLE

Contents

1. Pictures of medical people (i.e. dentist, doctor, nurse, optometrist, etc.).

Necessary Materials

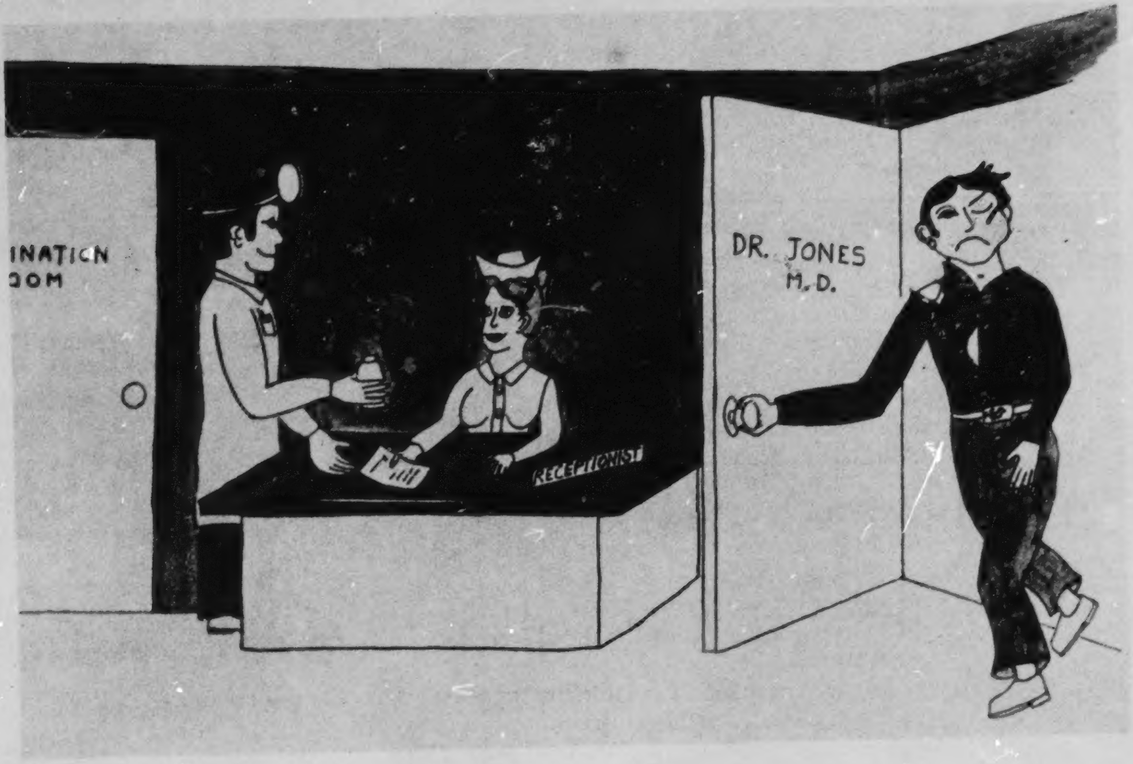
1. Pictures from magazines.
2. Tagboard.
3. Glue.
4. Scissors.
5. Resource center posters or flash cards, etc.
6. Medical pamphlets.

Construction

1. Glue pictures to white tagboard to stabilize.

Teaching Instructions

1. Display each picture and discuss what services each person provides.
2. Make an interesting game by placing the pictures upside down and have each student pick one and explain it to the group.
3. Have each student role play that they are the patient or doctor (i.e. pretend someone is sick or has a toothache and have them seek medical attention).
4. Take a field trip into the community to visit medical centers or have a doctor, dentist, nurse, etc., visit the class to explain the parts of their profession that the student could grasp and would be relevant to their daily life.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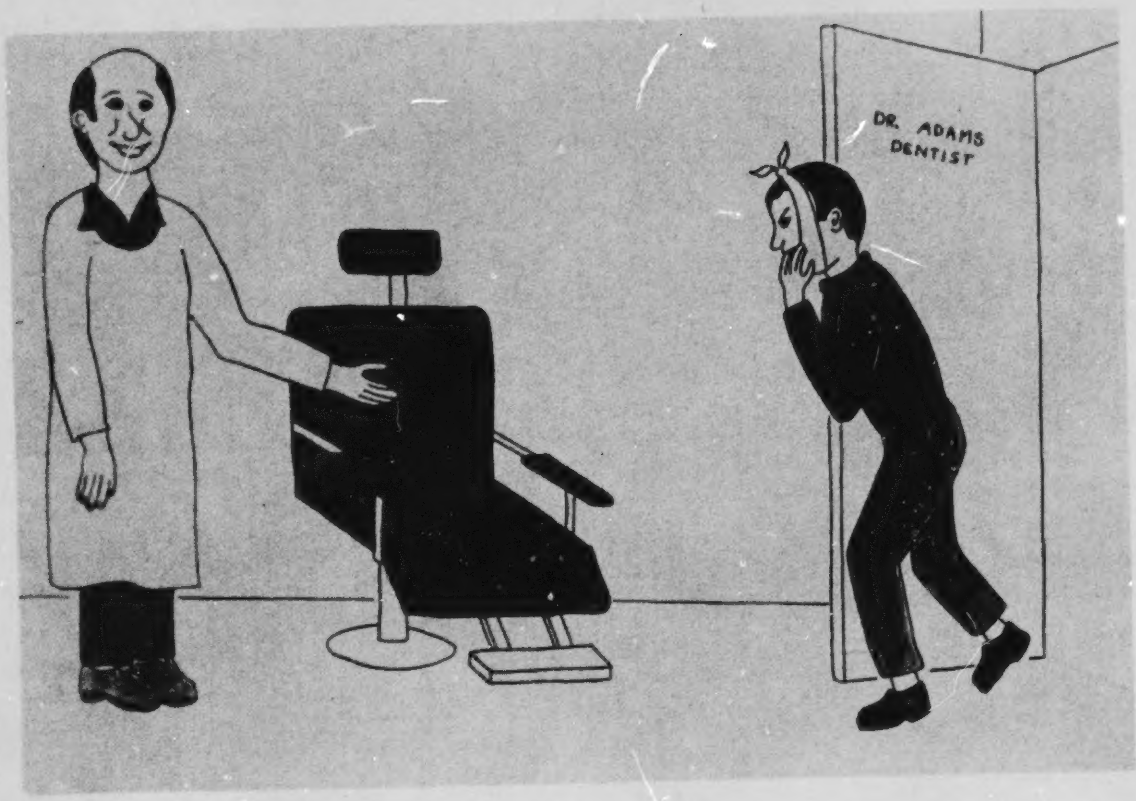

DR. ADAMS
DENTIST

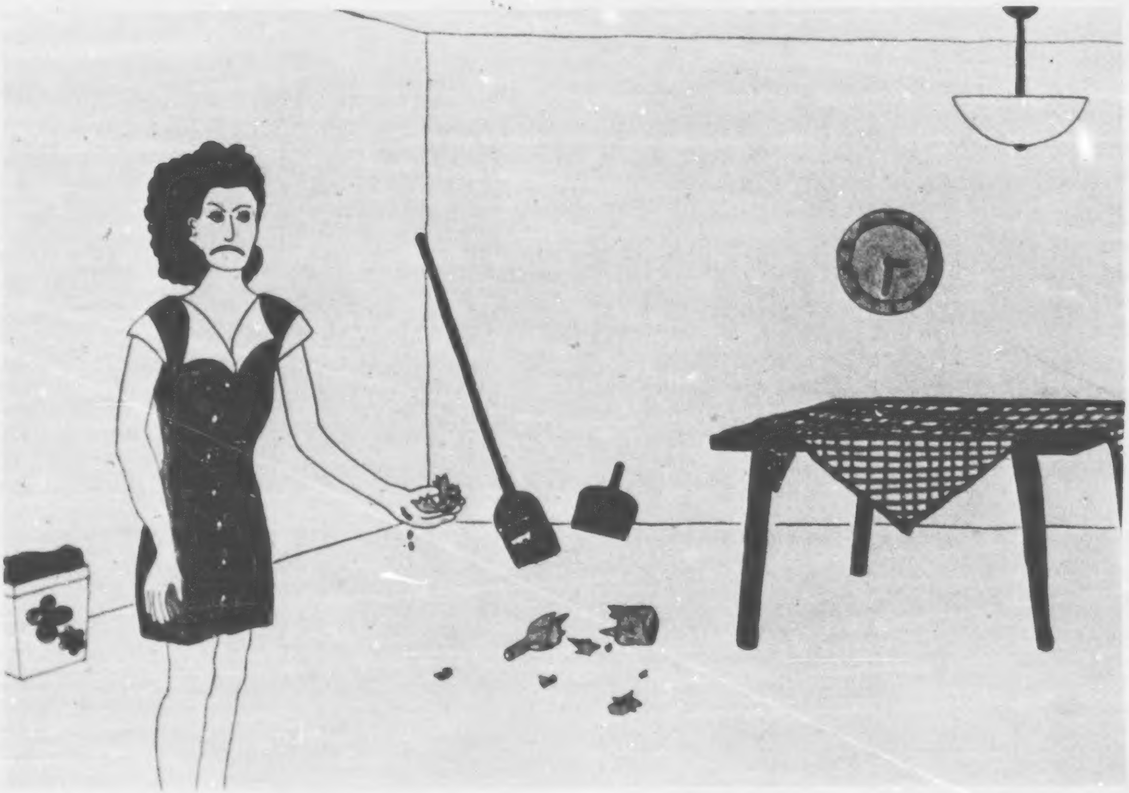
PACKET - HEALTH AND SAFETY SEQUENTIAL CARDS, DEVELOPEMENTAL LEARNING MATERIALS No. 408

Contents

1. Colorful cartoon-like drawings of four sequences consisting of six cards each, showing people involved in common everyday activities that involve health and safety precautions. These are:
    - a. Person breaks glass while washing dishes and cleans up pieces.
    - b. Person on bicycle emphasizing proper safety.
    - c. Woman barbecuing and putting flames out.
    - d. Child falls from tree, other children cover him where he fell and call for help.

Teaching Instructions

1. Have students look at each picture and explain what is happening in each.
2. If student is lower functioning, reduce sequence appropriately. Later, as he/she improves, add remaining pictures.
3. Have student role play each incident and decide what is the proper way of handling each situation.
4. Have students practice dialing Rescue, Police, Hospital, etc.



PACKET - GROOMING AND HYGIENE

Contents

1. Pictures of clean, properly dressed adults.
2. Pictures of dirty, sloppily dressed adults.
3. Picture of adult brushing and flossing teeth.
4. Picture of adult washing hands.
5. Picture of adult taking a shower.
6. Picture of adult washing face.
7. Picture of adult shampooing hair.
8. Picture of properly cared for nails.
9. Picture of man shaving.
10. Picture of hair cutting and grooming.
11. Task analysis for Health related activities.

Necessary Materials

1. Magazines.
2. Medical flyers (i.e. dentist, doctor, etc.).
3. Health posters (resource center).
4. Glue.
5. Tagboard.
6. Scissors.

Teaching Instructions

1. Show flash cards and discuss each:
    a. Who is clean?
    b. Who is dirty?
    c. What one should do every day to be clean (i.e. shower).
    d. What one should do every now and then (i.e. cut fingernails, etc.).
2. While using flash cards role play each activity that is being discussed.
3. Allow each student time to be the "teacher" and explain each flash card and ask related questions.
4. Practice actual grooming activities (i.e. washing hair, brushing teeth). Refer to task analysis for procedure.

PACKET - PAPER DOLL

Contents

1. One standup paper doll with an assorted wardrobe.

Necessary Materials

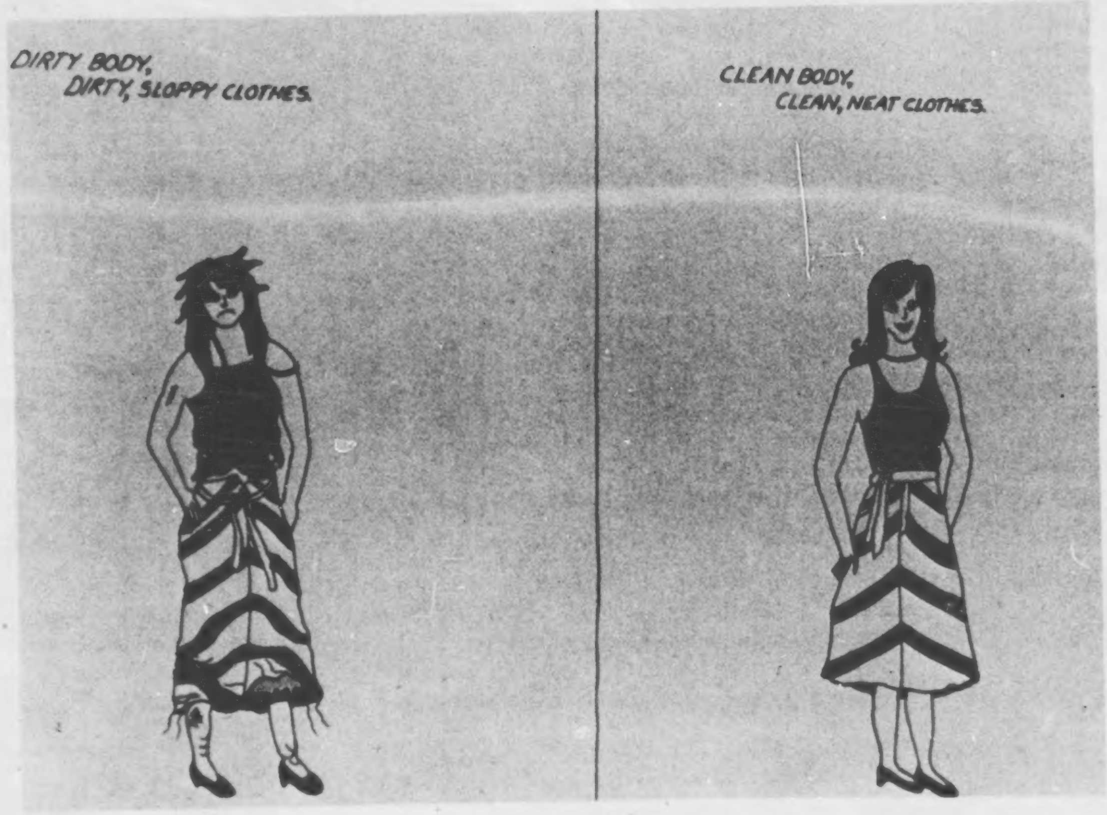
1. Paper doll may be purchased at any toy store, dime store, etc; or may be cut from magazines. If you plan to make your own you will need:
    - a. Magazines
    - b. Scissors
    - c. Tagboard or index cards
    - d. Glue
    - e. Manila envelope

Construction

1. Clip fashion models (male or female) and their wardrobe out of magazines.
2. Reinforce the model by glueing to a piece of tagboard/index card. You may either clip the remaining background away from the model or leave as is.
3. Clip clothes from the magazine that would fit the model.
4. Store in manila envelope.

Teaching Instructions

1. Discuss the wardrobe and what clothes are appropriate for different living situations.
2. Role play using the model and have students dress the model accordingly.
3. Develop a play to involve a working situation, allowing each student to dress up and act a different part, (i.e. supervisor, neatly dressed employee, poorly dressed employee, interviewers neat and clean or sloppy and dirty). Act out who is the better employee, who would be most likely to get a raise, who would be most likely to get hired, etc.


DIRTY BODY,
DIRTY, SLOPPY CLOTHES.
CLEAN BODY,
CLEAN, NEAT CLOTHES.

PACKET - APPROPRIATE ATTIRE

Contents

1. Pictures of people in different clothing (i.e. shorts, tank tops, jogging outfit, heavy coat and gloves, etc.).
2. Flash card with words like summer, winter, work, exercise, job interview, etc.

Necessary Materials

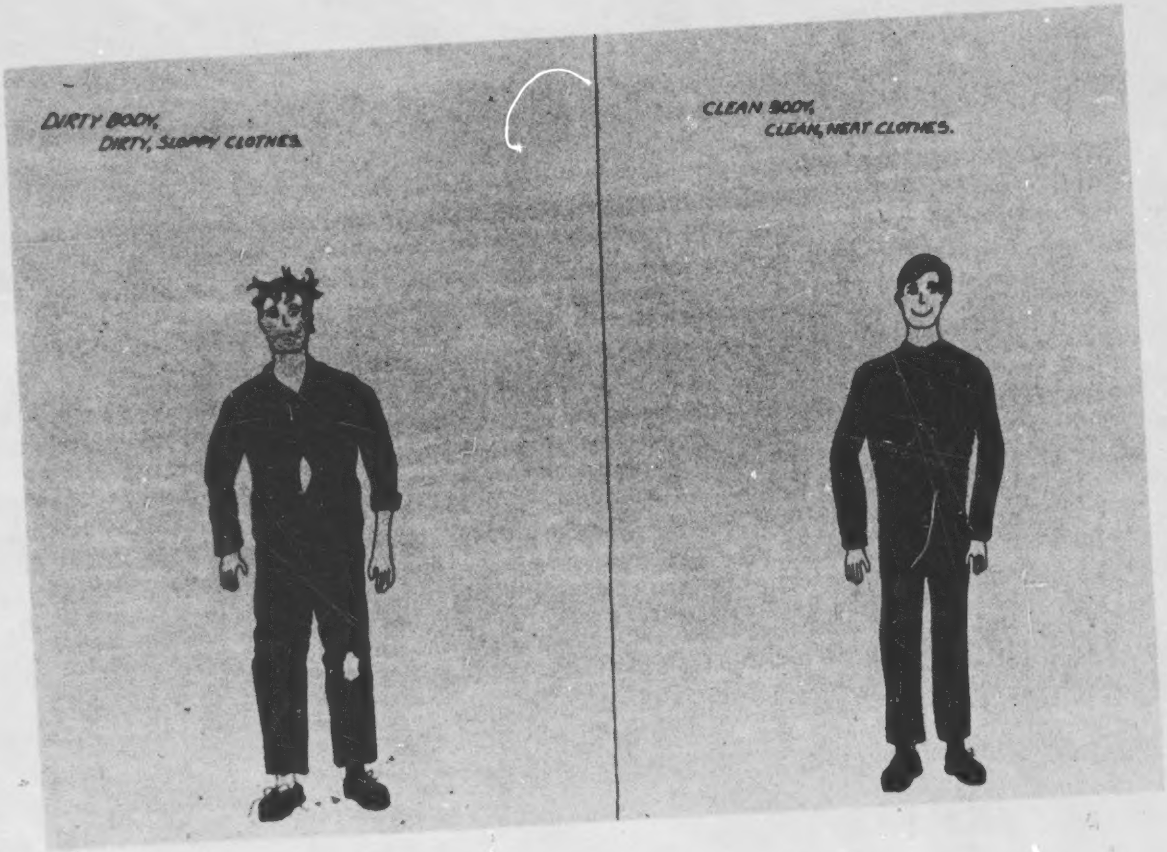
1. Magazines.
2. Index cards.
3. Glue.
4. Scissors.
5. Manila envelope (for storage of index cards).
6. Black marking pen.

Construction

1. Cut appropriate pictures from magazines.
2. Glue one picture on each index card.
3. On other index cards write one word on each such as winter, summer, etc.

Teaching Instructions

1. Divide index cards into two piles, one with pictures of clothes and the other with words.
2. Place index cards in center of table.
3. Have one student draw a card from the picture pile and explain what the person is wearing.
4. Have another student draw a "word" card and identify it.
5. Have students discuss if the word card coincides with the picture card (i.e. jogging outfit to a job interview, heavy coat and gloves in summer, etc.). Have students discuss why or why not cards properly relate to each other. Help students to realize that heavy coats are not necessary in the summer and one should not go to a job interview in shorts, etc.


DIRTY BODY,
DIRTY, SLOPPY CLOTHES
CLEAN BODY,
CLEAN, NEAT CLOTHES.

PACKET - SELF-HELP FOR COMMON ILLNESS

Contents

1. Large drawing of a thermometer.
2. Picture of adult using a thermometer.
3. Picture of an adult holding head with a painful look, as if he/she has a headache.
4. Picture of adult blowing nose with a tissue.
5. Picture of adult covering mouth while sneezing.
6. Actual tissue and thermometer.
7. Picture of aspirin bottle.
8. Pamphlet on menstruation.

Necessary Materials

1. Magazines or medical flyers.
2. White tagboard.
3. Black pen.
4. Red pen.
5. Posters or pictures from resource center if appropriate.
6. Thermometer.
7. Tissue.
8. Glue.
9. Scissors.

Construction

1. Draw large thermometer on tagboard using black pen for outline and red pen for temperature line.
2. Locate appropriate pictures from magazines or other similiar resources and glue on tagboard to stabilize.

Teaching Instructions

1. Hold up flash cards and discuss what is happening in each (i.e. headache, sneezing, etc.). Talk about diagnosis and treatment of each (i.e. taking temperature, how many aspirin to take, etc.). Be sure to discuss safeguards when taking medications (i.e. only two tablets every four hours and securing cap and putting away in proper place).
2. Use large drawing of thermometer to explain 98.6 as a normal temperature and what it means if the red temperature is above or below this point.
3. Discuss menstrual cramps with the women and discuss treatment with heating pad, hot water bottle, hot bath, or menstrual medication.
4. Role play each illness and things that you do in relation to each illness (i.e. using thermometer, covering mouth while sneezing, using tissue, etc.).
5. Give students opportunity to be the teacher and explain each illness and appropriate treatment.

PACKET - PHYSICAL FITNESS

Contents

1. Pictures of adult doing various forms of exercise:
   - a. Swimming
   - b. Jogging
   - c. Playing volley ball
   - d. Floor exercises, etc.
2. Pamphlets from the Dairy Council on fitness.
3. Resource center posters showing different exercises and adequate rest.

Necessary Materials

1. Magazines.
2. Tagboard.
3. Glue.
4. Scissors.
5. Health pamphlets.
6. National Dairy Council pamphlet "A Girl and Her Figure" and "A Boy and His Physique".

Construction

1. Locate pictures of various forms of exercise.
2. Glue pictures to tagboard to stabilize.

Teaching Instructions

1. Discuss different forms of exercise as you hold up a picture of each.
2. Have students talk about why exercise is healthy, discuss how healthy the people in each picture look and how it affects each part of the body (i.e. muscles, heart, skin, hair, etc.).
3. Discuss proper rest and that this is also important for a healthy body (i.e. one should not stay up so late at night that they will be too tired to go to work in the morning).
4. Discuss proper ways to exercise and not to overdo (i.e. pulled muscles).
5. Discuss safety while exercising (i.e. swimming, etc.).
6. Use flash cards in an activity where you lay each picture upside down. Students each pick a picture turn it over and explain the exercise and how it effects the body. This is a fun way to keep the students' interest.
7. National Dairy Council pamphlets are a good reference guide for the teacher.

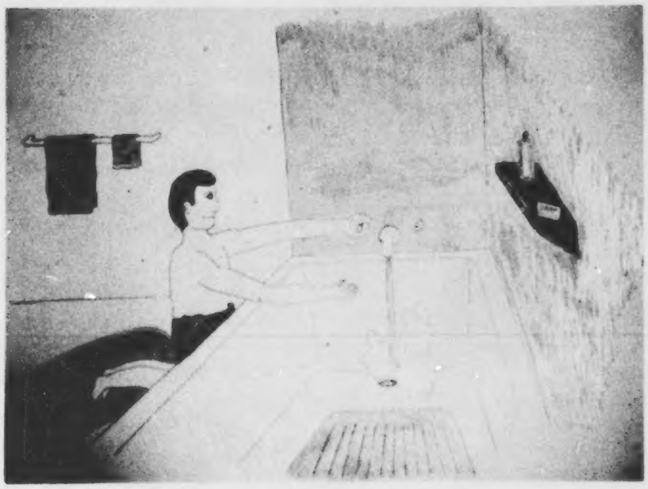
PACKET - SELF-CARE SEQUENTIAL CARDS, DEVELOPMENTAL LEARNING MATERIALS No. 468.

Contents

1. Four colorful cartoon-like drawings showing sequences of six cards each; brushing teeth, washing face, showering, and dressing.

Teaching Instructions

1. If student is lower functioning reduce sequence appropriately (i.e. one, two, or three cards, etc.). Later, as he/she improves, add the remaining pictures.
2. Discuss what the person is doing in each picture and why we each need to do these things.
3. Discuss what would happen to our bodies if we don't practice good grooming (i.e. body odor, bad breath).
4. Ask students questions such as:
    a. Do you like to be around people who smell?
    b. Do you think people like to be around you if you smell?
5. Using Task Sequence for health practice actual good grooming activities. (See front of manual)
6. Take before and after pictures of students so they can see results.



PACKET - PEOPLE, PLACES, AND THINGS: RECREATION, TEACHING RESOURCES, No. 85-620

Contents

1. Ten 5 1/2 x 10" cards with a place picture at the top and four squares below, and assorted smaller cards depicting people and items found in each place. The places listed on the larger cards are:
    - a. Fishing
    - b. Swimming
    - c. Baseball game
    - d. Circus
    - e. Parade
    - f. Amusement park
    - g. Birthday party
    - h. Rodeo
    - i. Bowling
    - j. Camping
2. The object is for students to match the appropriate smaller cards to the right situation.

Teaching Instructions

1. Have the students discuss the name of each activity and the people and things involved in each one.
2. Discuss each smaller card, what or who is on it, what are the people doing, is this something you would like to do, etc.
3. Play a game - give each student a master card. Set the smaller cards face down in a center pile. Have students take turns drawing one card at a time. Each student is to hold up the card, identify it and place it in the appropriate master card. The first person to get a full card wins.
4. Play charades. Place the smaller cards with pictures of people on them, face down on the table. Have each student draw a card and then act out the picture on that card without speaking. The other students try to guess what person the student is acting out.
5. Take a field trip to a circus, amusement park, or go camping, bowling, etc.

PACKET - LEISURE TIME ACTIVITIES

Contents

1. Pictures of people doing such things as arts and crafts, dancing, going to the library, listening to music, going to the theatre, camping, fishing, and just plain relaxing.
2. Poster of leisure time helps.

Necessary Materials

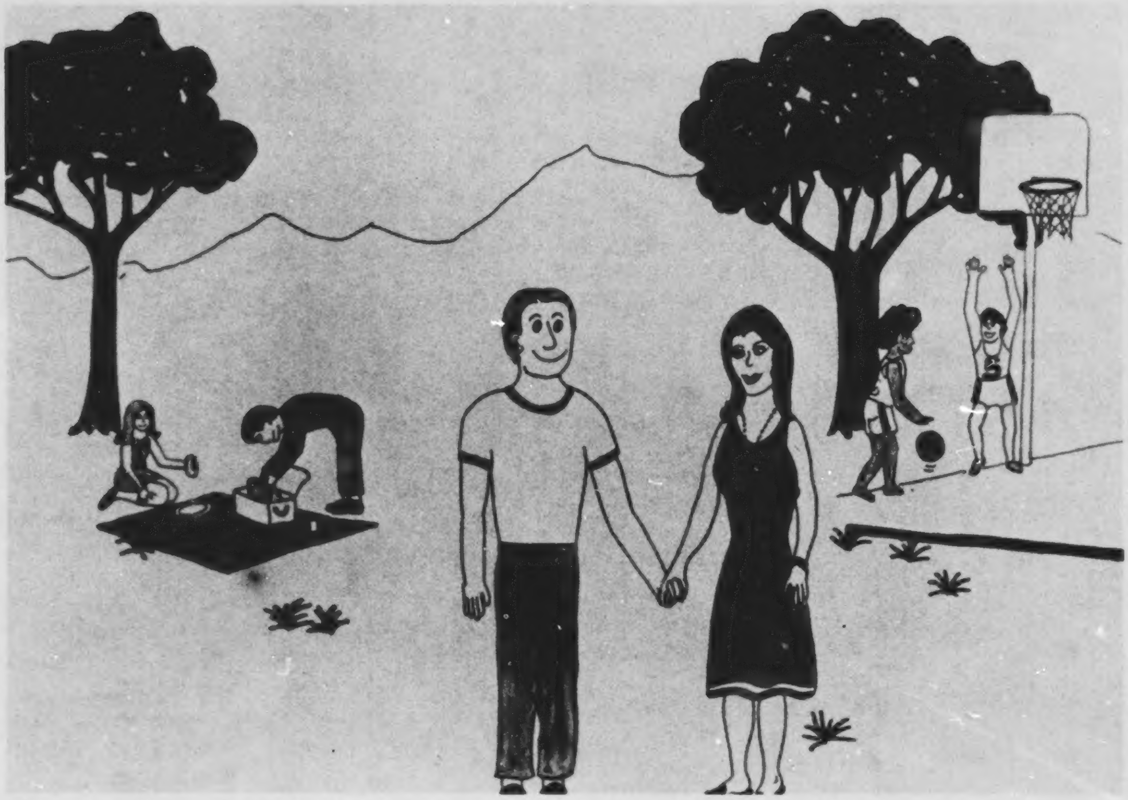
1. Pictures from magazines, resource center posters, etc.
2. White tagboard.
3. Glue.
4. Scissors.
5. Colored pencils.

Construction

1. Glue picture to white tagboard to stabilize.
2. Make poster of leisure time by either drawing stick figures or finding pictures of people who are bored, relaxing, releasing anger in a constructive way (i.e. boxing a punching bag and practicing good physical fitness and relate this to a drawing or picture of a happy person who has a good feeling of self worth.

Teaching Instructions

1. Display Leisure Time Helps poster and discuss meaning of:
    a. Boredom
    b. Relaxation
    c. Tension
    d. Anger
    e. Constructive release of anger or tension
    f. Self worth, etc.
2. Lead discussion on how all of these activities have an effect on maintaining a healthy body.
3. Discuss what one might do to release tension, relax, etc.
4. Have each student choose individual pictures of someone dancing, going to the library, doing needlepoint, etc. Have them explain the picture and how each activity is different from work.
5. Ask students to share with the class what they do in their leisure time, and talk about whether it is a solitary or group activity.
6. Have student participate in leisure time activities (i.e. needlepoint, read, paint, draw, attend a movie, etc.).
7. Write a different emotion on several pieces of paper (i.e. angry, happy, sad, excited, etc.). Have each student draw a piece of paper and then act out the emotion. Have the other students guess what emotion he/she is acting out.



NUTRITION

PACKET - FOOD GROUP POSTERS

Contents

1. One poster with pictures of the four basic food groups.
2. One poster with pictures of food with high nutritional food value.
3. One poster with pictures of food with low nutritional value.

Necessary Materials

1. Posters can be obtained from the American Dairy Council, or if you plan to make them you will need:
2. Magazines.
3. Scissors.
4. Tagboard - one large piece and two small pieces.
5. Glue.
6. Marking pens.
7. Ruler.

Construction - for home made posters

1. Clip pictures of food out of magazines.
2. Divide large poster board into five areas.
3. Label each area:
    a. Milk group
    b. Meat group
    c. Fruit-vegetable group
    d. Grain group
    e. Other group
4. Glue appropriate food pictures under each area.
5. Label one small tagboard - Foods of High Nutritional Value or Wise Food Choices.
6. Glue the appropriate pictures on this poster board.
7. Label second small tag board - Foods of Low Nutritional Value or Poor Food Choices.
8. Glue the appropriate pictures on this picture board.

Teaching Instructions

1. Display posters so all the students can easily see them.
2. Discuss the four food groups first
    a. What foods belong in each group?
    b. How many of each food should you have daily?
    c. Are they fattening/non-fattening, good/bad for your body and why?
3. Discuss the "Non-Nutritional Food Poster", (i.e. why we shouldn't eat too many of these foods, how they affect our body, possible substitutes to these foods).
4. Discuss the "Nutritional Food Poster", (i.e. why these are better for our bodies, how many we should eat daily, where they come from).

PACKET - BASIC FOODS

Contents

1. Six manila envelopes containing pictures of foods within each food group:
   - a. Eggs and Meat
   - b. Vegetables
   - c. Fruit and dairy products
   - d. Breads and cereals
   - e. Miscellaneous
2. Poster of four basic food groups.

Necessary materials

1. One large box.
2. Six manila envelopes.
3. Pictures of food - The American Dairy Council is an excellent resource for realistic pictures of food and/or magazines.
4. Poster of food groups - The American Dairy Council, hand drawing on poster board, magazine pictures clipped and pasted on poster board.

Teaching Instructions

1. Hang poster so students can view it easily.
2. Discuss poster and the four basic foods groups.
   - a. That there are four food groups.
   - b. How foods are grouped.
   - c. Where foods are grown and raised.
   - d. How many of each food should be eaten daily.
   - e. The nutritional values of foods.
   - f. Fattening vs. non-fattening foods.
3. Take foods out of the manila envelopes.
4. Have students match food pictures to food groups.
5. Have students compose meals of food that they feel would make a balanced meal.
6. Using actual foods from each food group taste each one and discuss what group it belongs to (i.e. bread, apple, carrots, cold chicken, milk, etc.)

PACKET - NUTRITION BINGO

Contents

1. Bingo boards with six squares, each containing a picture of food.
2. Flash cards, each card has one picture of food on it.

Necessary Materials

1. Tagboard.
2. Pictures of food (The American Dairy Council has excellent punch out pictures) or cut from magazines.
3. Scissors.
4. Ruler.
5. Glue.
6. Marking pen.
7. Manila envelope.
8. Construction paper.

Construction

1. Cut tagboard into six 14 x 24 inch squares.
2. With a ruler divide tagboard into eight equal squares and outline squares with a marking pen.
3. Glue a picture of a food onto each square.
4. Cut other pieces of tagboard into 6 x 6 inch squares.
5. On each smaller square, make one exact duplicate of each square on the bingo board. (To be used as flash cards.)
6. From the construction paper, cut out approximately 50 two inch circles or two inch squares, (To be used as markers.)
7. Place flash cards in manila envelope.

Teaching Instructions

1. Give each student a large bingo board and a handful of construction paper markers.
2. Get manila envelope containing flash cards.
3. Draw one flash card from the manila envelope and ask students to identify the food on the card.
4. When students have a square on their bingo board identical to the flash card, they place a marker on that square. The first student to have a marker on all eight squares wins.
5. The teacher can either be the "caller" or, the manila envelope can be passed around, allowing each student a chance to draw a flash card.
6. Raise questions while playing such as:
    a. What kind of food is this?
    b. What food group is it in?
    c. Where does it come from?
    d. Is it fattening/non-fattening?
7. The flash cards may be used as a separate teaching tool:
    a. As flash cards, to identify foods.
    b. Deal out cards to each student and have them plan a meal.

PACKET - FOOD GRAB BOX

Contents

1. Large box covered with material with an opening on top.
2. Plastic life-size food.

Necessary Materials

1. Large heavy cardboard box with top removed.
2. Scrap material (approximately two yards).
3. Glue.
4. Stapler.
5. Scissors.
6. Plastic fruit foods.

Construction

1. Acquire one box approximately 12" x 12" x 9".
2. Cut off top flap to create an opening on top.
3. Wrap entire box (as if wrapping a gift package) with material.
4. Stretch material over the top opening of the box, pull to bottom of box and glue down ends.
5. Tuck in corners and staple down.
6. Reinforce bottom with stapler.
7. Cut six inch opening lengthwise (in top of box) through material.
8. Fill with plastic foods.

Teaching Instructions

1. Have students sit in a circle around the box.
2. Taking turns, one at a time, have each student reach into the grab box.
3. Allow student time to choose a food, feel it, describe it, and have another student try to guess what it is.
4. Have student withdraw food from box.
5. Have group discuss food:
    a. What group it belongs to.
    b. Where it comes from.
    c. How it tastes.
    d. Whether or not it is good/bad for your body, fattening/non-fattening, etc.
6. Continue until each student has had a turn.

PACKET - WHERE FOOD COMES FROM

Contents

1. Six tagboard posters with pictures of foods and where they originate:
    - a. Vegetables and fruit
    - b. Chicken
    - c. Fish
    - d. Pork
    - e. Bread and cereals
    - f. Beef

Necessary Materials

1. Six pieces of tagboard - 9" x 12".
2. Felt markers/crayons.
3. Magazines or other resources for pictures.
4. Scissors.
5. Glue.

Construction

1. If hand drawing these posters, the felt markers or crayons will be all that is necessary.
2. Each poster is self explanatory:
    - a. Vegetable and fruit - one apple tree, tomato plant, onion,and carrot (or any other variation you prefer).
    - b. Chicken - draw a chicken
    - c. Fish - fish under water
    - d. Pork - curly tailed pig
    - e. Bread and cereals - bag of flour, wheat, bowl of cereal and loaf of bread
    - f. Beef - cow with udder
3. If not hand drawing, then cut pictures from magazines and glue on tagboard.
4. Label each poster with the correct title.

Teaching Instructions

1. The posters can be used as bulletin board aids or when leading discussions.
2. Discuss the pictures on each poster:
    - a. Where do they grow?
    - b. How long does it take?
    - c. What do plants, animals need to grow?
    - d. What food do we get from animals?
3. Follow up activities:
    - a. Take a field trip to the nursery, let each student purchase some seed of their choice. Then plant, groom,and harvest garden.

b. Take a field trip to the supermarket, let the students prepare a shopping list, shop for and purchase foods and prepare foods for a lunch. While eating lunch view "Where Food Comes From" poster if possible and discuss their origin.

c. Take a field trip to a supermarket that has a butcher and have the butcher explain different cuts of meat and view actual process if possible.

d. Take a field trip to an orchard or vineyard, etc. and have students actually be able to pick oranges, apples, grapes, etc.

PACKET - WHERE WE GET OUR FOOD - NATIONAL DAIRY COUNCIL

Contents

1. Book: Where We Get Our Food. This book discusses the origin of food, how it is produced, harvested, processed, packaged, and sold. It offers adult oriented color pictures that are supplemented by a brief text.

   The major areas of discussion are:
   - a. Shopping for food.
   - b. Some vegetables grow underground.
   - c. Some vegetables grow above the ground.
   - d. Some fruits grow on trees.
   - e. Some fruits grow on small plants.
   - f. Cereals come from plants.
   - g. Flour is used to make bread.
   - h. Cows give us milk.
   - i. Milk is used to make many foods.
   - j. Some animals give us meat.
   - k. Food comes from poultry.
   - l. Food comes from the sea.
   - m. Animals give us many foods.

Teaching Instructions

1. Can be used in a group session or as an individual learning tool.
2. Discuss contents of book then review and ask such questions as:
   - a. Where does the store get our food?
   - b. What vegetables grow underground? (i.e. potatoes, carrots, etc.)
   - c. What vegetables grow above the ground? (i.e. peppers, lettuce, etc.)
   - d. What foods are made from grains? (i.e. cereal, bread, etc.)
   - e. What foods are made from milk? (i.e. butter, cheese, etc.)
   - f. What food comes from a cow, pie, chicken, etc.? (i.e. bacon, steak, etc.)
3. Take a field trip to an orchard or a vineyard where students could pick their own fruits.
4. Take a tour of a dairy farm or meat packing plant.
5. The national dairy council has many films that relate to the origin of food that would be a good follow-up activity to this teaching packet.

PACKET - VISUAL SHOPPING LIST

Contents

1. One large box filled with plastic miniature artificial foods.
2. Labels from various canned foods, cereal boxes, frozen food boxes, etc.

Necessary Materials

1. Toy artificial foods (can be purchased in a toy store).
2. Empty food cans, food boxes, etc.
3. Index cards.
4. Scissors.
5. Glue.
6. Large box.

Construction

1. Place artificial foods in the box.
2. Remove labels from food cans.
3. Remove face of food boxes.
4. Cut labels to the part relevant to identify the item.
5. Glue labels to index cards.
6. Place cards in the box.

Teaching Instructions

1. Place plastic foods and labels on the table and have the students identify each and match to real fruit or label or can, etc. Discuss the nutritional value of each, how long they will last in the refrigerator, the cupboard, etc.
2. Place items in the "Grab Box" (see Food Grab Box) and have the students draw them out one at a time and identify.
3. Have the student prepare a visual shopping list:
   a. Looking in refrigerator and cupboards to decide what is needed.
   b. Match and assemble artificial foods or labels and put in a plastic bag (i.e. onion, soup, mayonnaise lable, orange, etc.). Also bring a small paper bag along.
   c. Take plastic bag to supermarket and match groceries to artificial food or labels. As the groceries are picked up remove the artificial food or label from the plastic bag and place in paper bag. Continue this process until nothing is left in plastic bag.

This is a great way to train a non-reader to shop independently.

PACKET - MEAL PLANNING FELT BOARD

Contents

1. One folding felt board that is divided into three sections; breakfast, lunch, dinner.

Necessary Materials

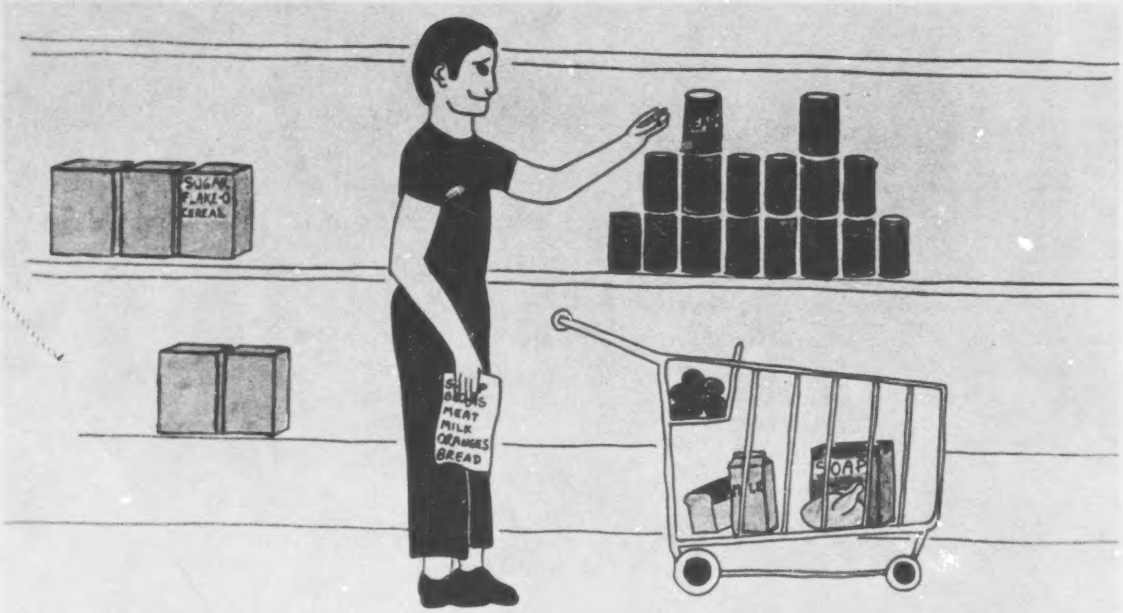
1. One discarded game board.
2. Enough felt to cover one side of the board, approximately 1 1/2 yards.
3. Electrical tape.
4. Felt markers.
5. Glue.
6. Scissors.
7. Food pictures (See Packet - Food Group Posters)

Construction

1. Open game board.
2. Measure felt to cover inside and wrap approximately one inch around back.
3. Glue felt to inside of board.
4. Fold felt over back of board.
5. Run tape around edge of board to cover felt and hold in place.
6. Divide board into thirds using tape for dividing line.
7. Label each section; top section = dinner, middle section = lunch, bottom section = breakfast.

Teaching Instructions

1. Open board and place on table.
2. Mix food pictures and place on table.
3. Ask students to plan a well balanced breakfast by placing food pictures in the section labeled "breakfast".
4. Discuss the meal that the student has planned.
5. Allow other students to take turns planning a breakfast.
6. Discuss all menus.
7. Continue the same procedure with lunch and dinner.
8. When three meals are on the board discuss a total day's menu plan:
    a. How many foods are there from each food group? List them.
    b. Is it a well balanced menu?
    c. Do they have any other suggestions/substitutions?
9. Prepare breakfast, lunch, or dinner using the menu that the student planned on the game board.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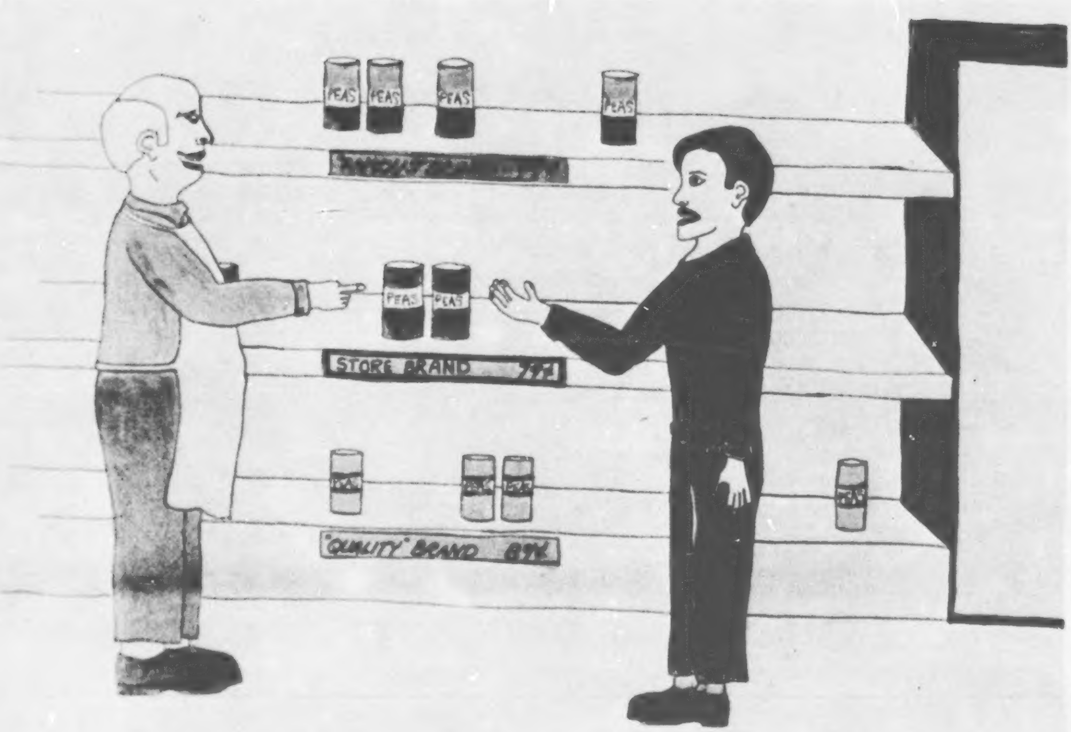
BEANS
SHOP
BEANS
MEAT
MILK
ORANGES
BREAD
MILK
SOAP


PEAS
PEAS
PEAS
PEAS
PEAS
PEAS
STORE BRAND 79¢
"QUALITY" BRAND 89¢

PACKET - KITCHEN UTENSILS

Contents

1. One set of index cards with pictures of kitchen utensils and appliances on each.
2. Tag board posters with picture of kitchen tool (i.e. bread board, casserole dish, frying pan) on each. On the reverse side are pictures of foods cooking in each pot/pan etc. (i.e. frying pan - on reverse frying eggs, hash, pancakes).
3. One box with toy kitchen utensils, hot pad, sponge.

Necessary Materials

1. Index cards - 5 x 7.
2. Tag board - 9 x 11.
3. Colored pencils or felt tip markers.
4. Magazines.
5. Scissors.
6. Glue.

Construction

1. Draw one picture of a kitchen appliance or tool on each card (or cut pictures from magazines).
2. On the tag board - draw one cooking appliance on one side of each piece of tag board - or clip picture from a magazine and glue to tag board.
3. On the reverse side of each tag board poster glue pictures of cooked or cooking foods that are prepared with that particular kitchen tool.

Teaching Instructions

1. Use index cards and tag board posters as flash cards to question and quiz students.
2. Use as a bulletin board display.
3. Use as a preview to a cooking activity to familiarize the students with the functions of each appliance.
4. Place cards face down on the table and have students choose one, turn it over, and explain what it is and how to use it, etc.
5. Practice using different utensils while preparing a meal.

PACKET - SYMBOLS FOR RECIPE CARDS

Contents

1. One enlarged cardboard replica of a 60 minute timer.
2. One 12 x 15" tagboard poster with enlarged symbols for the dials on a stove:
    a. Heat off
    b. Low heat
    c. Medium heat
    d. High heat.
3. One 12 x 15" tagboard poster with picture symbols for common cooking needs:
    a. Salt
    b. Pepper
    c. Tablespoon - tbsp.
    d. Teaspoon - tsp.
    e. Milk
    f. Water
    g. Measuring cup
    H. Oil
    I. Stirring fork or spoon

Necessary Materials

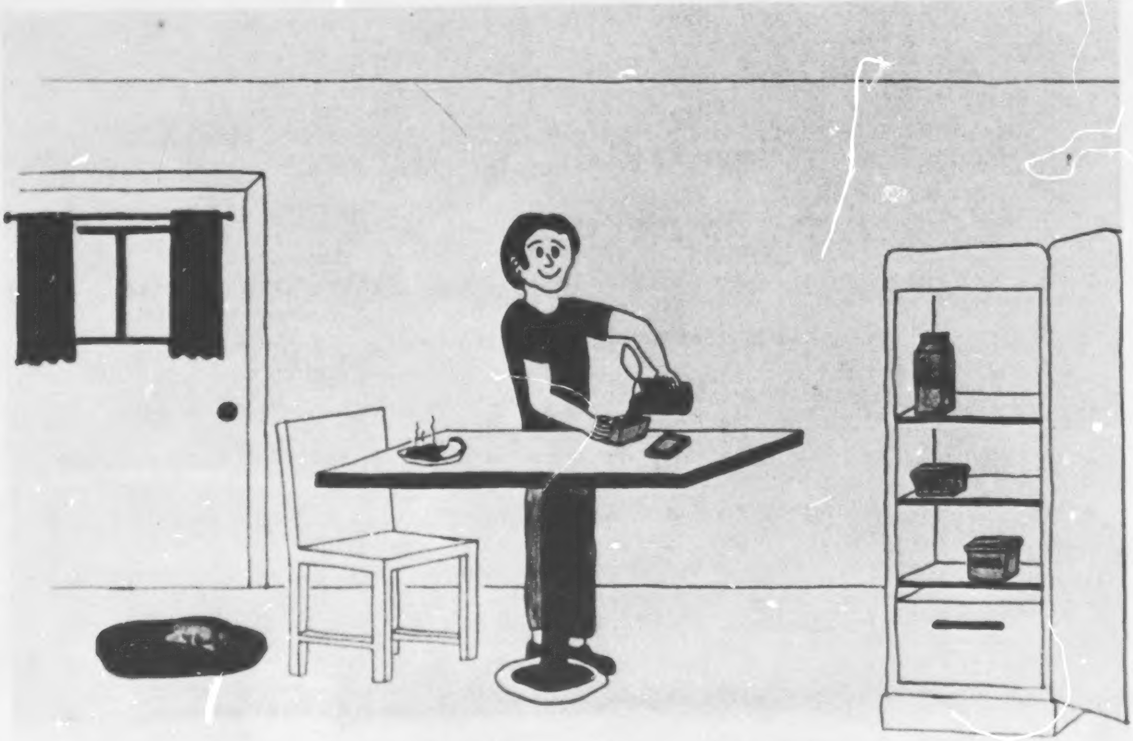
1. Two pieces of 12 x 15" tagboard.
2. One piece of 9 x 11" tagboard
3. Ruler.
4. Felt tip markers.
5. Scissors.
6. One pronged clip.
7. One small piece of black construction paper.

Construction

1. Using the two pieces of 12 x 15" tagboard draw the symbols that you feel are most appropriate for your students (i.e. milk carton for milk, water faucet for water, salt and pepper shakers for salt and pepper, etc.).
2. Label the symbols.
3. On the 9 x 11" piece of tagboard, draw a large circle.
4. Inside the circle number from 5 to 60 to represent the face of a 60 minute timer.
5. From the piece of construction paper cut out an arrow that measures 1/2 the distance of the diameter of the timer.
6. Punch a hole in the center of the timer.
7. With the clip secure the arrow to the face of the timer by pushing the clip through the center hole. Leave the clip loose enough so that the arrow will slide easily around the timer.

Teaching Instructions

1. Hold the posters in front of the students and have them identify the symbols.
2. Have the students find the appropriate items in the kitchen and match to the symbols on the posters (if you do not have access to a kitchen, then have the items set out on a table).
3. Have the students read the temperatures on the poster and then find the same temperatures on the stove. (If the letters or numbers on your stove are difficult to read you might try color coding the stove to match the symbols on the poster).
4. Have the students practice setting the paper timer and then a real timer.
5. Have the students plan a recipe that would involve the symbols they have been studying.
6. If you have difficulty teaching temperature setting on the stove, speed on a blender, speed on a mixer, etc., color coding may be used, (i.e. high-red, medium-yellow, low-blue, etc.). Also if a student has difficulty with measuring cups and spoons they also may be color coded (i.e. one cup-black, 1/2 cup-green, 1 teaspoon-orange, etc.).



PACKET - RECIPE CARDS

Contents

1. Approximately fifty 9 x 11" recipe cards.
2. Each card is color coded (such as bread and cereals group on yellow cards, milk group on blue cards, meat and eggs group on orange cards, and vegetable and fruits on green cards).
3. On the front of each card is a picture of the prepared food (i.e. hard boiled eggs, baked beans, cooked carrots, etc).
4. On the back of each card is a picture recipe of how to prepare the food.

Necessary Materials

1. Construction paper - blue, green, yellow and orange.
2. Magazines or food posters from the American Dairy Council.
3. Scissors.
4. Glue.
5. Felt tip markers.

Construction

1. Glue pictures of a food to the front of each card.
2. On the reverse, draw an appropriate picture recipe.

Teaching Instructions

1. Hold up the cards, one at a time, and discuss the food picture on it.
2. Discuss the color of construction paper that the food picture is on:
    a. What food group is it?
    b. How many from this food group do you need daily? (i.e. three blue (milk group), five green (fruits and vegetables), two orange (meat and eggs), two yellow (bread and cereals) etc.)
3. Turn over the recipe card and discuss the recipe on the back:
    a. What ingredients are necessary?
    b. What utensils are necessary?
    c. How long does it take to cook, etc?
4. Using the color coded recipe cards have the students plan a well balanced meal and make a shopping list of the needed ingredients. Review the techniques involved in making the recipes. Take a field trip to the grocery store, have the students choose and purchase the appropriate ingredients. Prepare the menu - enjoy!

PACKET - VISUAL COOKBOOK BEGINNING READERS COOKBOOK

By Denise C. Carlton

Contents

1. List of visual recipe symbols.
2. Simple picture recipes.
3. Many of the recipes are listed according to individual servings.

Teaching Instructions

1. Review the recipe symbols until the students can easily identify them.
2. The titles to these recipes are child oriented. Before you give them to the students we would suggest that you change the titles.
3. Get a 12 x 15" piece of tagboard, enlarge the recipe to the tagboard and post in the kitchen. This will afford all the students in the kitchen an easy opportunity to view the recipe.
4. Discuss the cooking techniques and utensils involved in each recipe, the nutritional value involved in the recipe, what would happen if you cooked it too long, not long enough, etc.
5. Enjoy the students prepared menu and be sure to clean up afterwards!

OFF
LOW
LOW
OFF

PACKET - KIDDIE COOKERY TASKS

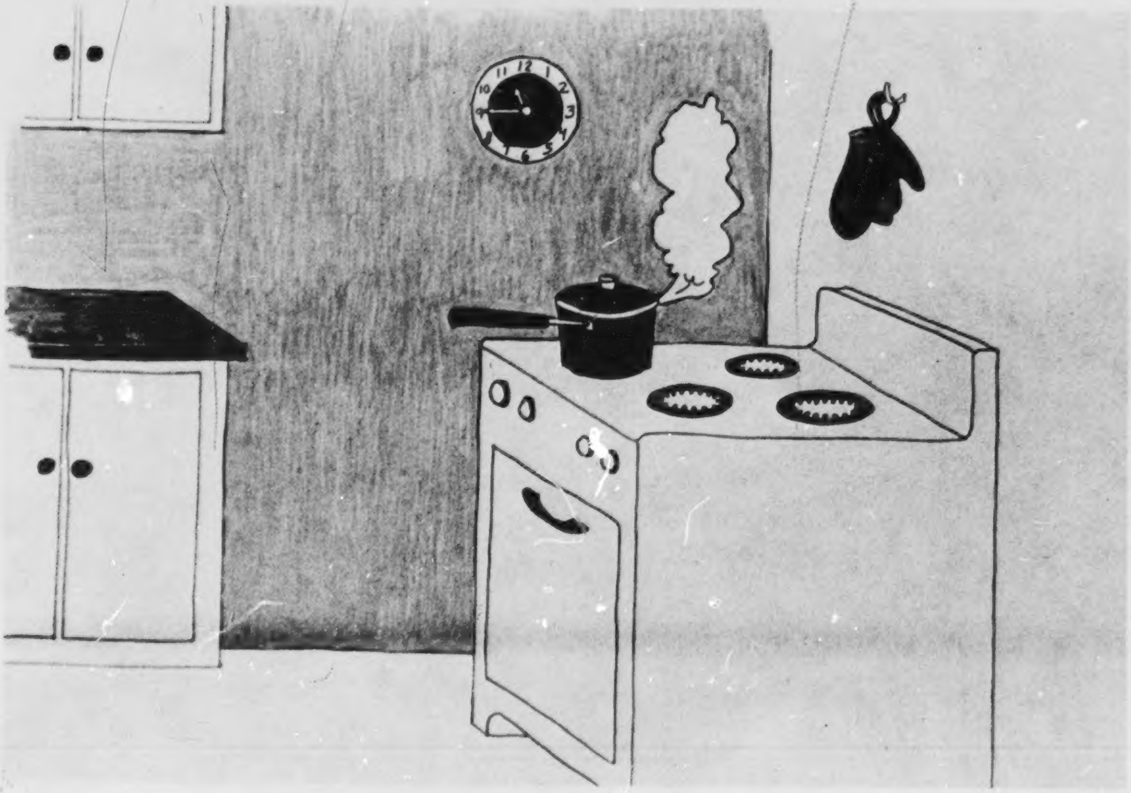
By Linda Horowitz

Contents

1. This packet includes pictorial recipe cards with written instructions included. The cards are geared for pre-kindergarten through primary grades.
2. Also included are safety tips, things to know, learning to use equipment, cooking and nutrition.

Teaching Instructions

1. These recipe cards contain small printed pictures and writing. We suggest that you reproduce the recipes on larger tagboard to make it easier for the students to read.
2. You might want to make individual flash cards of the recipe symbols and review them before preparing menu.
3. Make copies of each recipe so that each student can take home a recipe to make for their parents.



PACKET - MEAL PREPARATION SKILL INSTRUCTION

Contents

1. Tagboard posters with pictures of meal preparation techniques (i.e. cutting, chopping, slicing, shredding).
2. Task analysis of nutrition and kitchen activities. (See front of manual).

Necessary Materials

1. Two pieces of tagboard - 12 x 15".
2. Magazines.
3. Old recipe cards.
4. Scissors.
5. Glue.

Construction

1. Clip out pictures from magazines and old recipe cards of meal preparation techniques.
2. Glue pictures onto tagboard (in sequential order if necessary).
3. Duplicate task analysis to keep in folder.

Teaching Instructions

1. Hold up tagboard posters one at a time and discuss the pictures on each.
2. Get utensils from the kitchen and demonstrate how to use them, (i.e. proper way to hold knife, cheese shredder, etc.), stressing safety measures.
3. Have each student practice.
4. Utilize task analysis when necessary.
5. Follow up with an actual cooking activity.

PACKET - TABLE SETTING

Contents

1. Task sequence on "Table setting". (see front of manual)
2. Drawings of: Placemat, Napkin, Fork, Knife, Spoon, Plate, and Cup.
3. Drawing of the steps in a proper place setting in sequential order.
4. Large poster of aerial view of finished place setting.
5. Actual utensils needed for place setting (i.e. glass, plate, spoon, knife, fork, placemat, etc.).
6. Magazine pictures of different place settings using colorful dishes and placemats, etc.

Necessary Materials

1. White tagboard.
2. Colored pencils.
3. Marking pens.
4. Magazines.
5. Box containing utensils.
6. Task sequence.

Construction

1. Draw with black marking pen necessary materials for a place setting (i.e. spoon, knife, etc.).
2. Draw steps of a proper place setting in sequential order.
3. Draw large poster of finished place setting labeling each utensil.
4. Glue magazine pictures to white tagboard to stabilize.
5. Collect utensils for place setting and store in an appropriate size box.

Teaching Instructions

1. Using utensils discuss name of each.
2. Using drawing of steps in a place setting, discuss appropriate steps.
3. Place large aerial view poster of finished place setting on bulletin board.
4. Using actual utensils demonstrate steps in place setting.
5. Have students practice steps in place setting using poster as a visual guide.
6. Take down poster and have students set table without supervision or guidance.
7. Replace poster and have students check to see if they did it correctly.
8. Discuss different pictures of different colorfully set tables and how an attractive table properly set looks much nicer.

PACKET - TABLE MANNERS

Contents

1. Pictures of correctly set tables, people sitting politely around a table exhibiting appropriate manners while eating, people eating in a formal situation and on picnics.

Necessary Materials

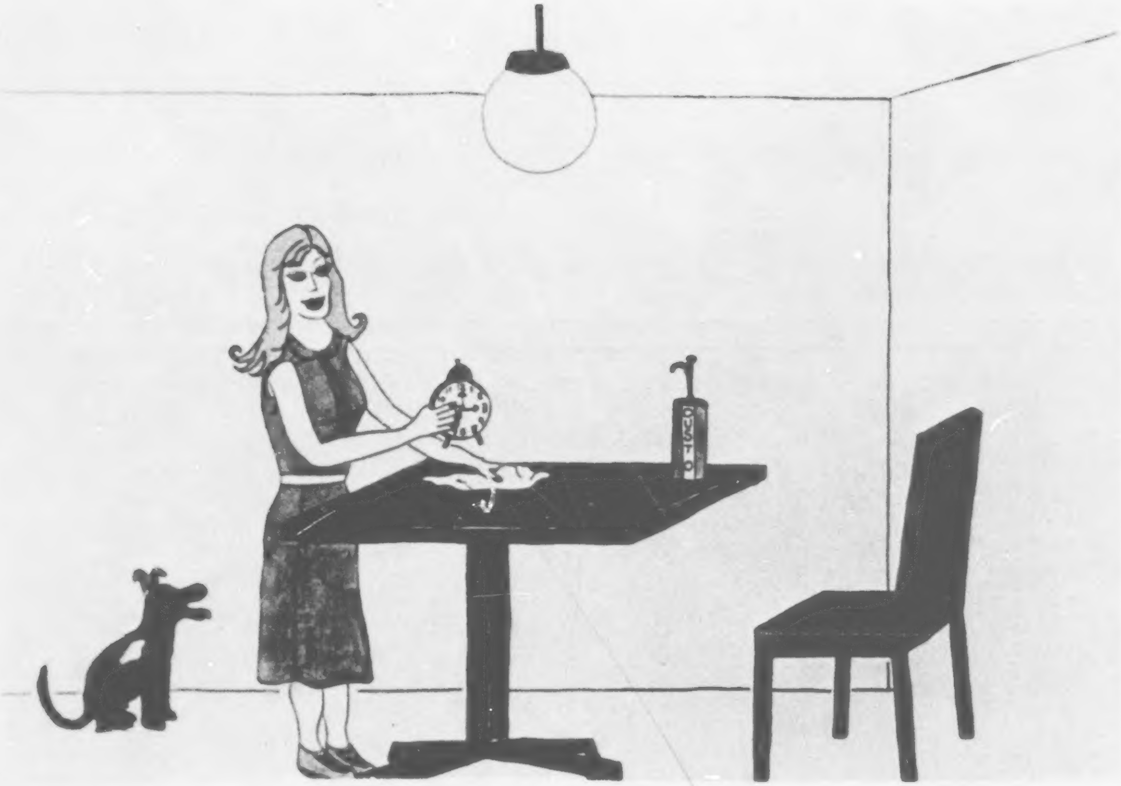
1. Tagboard.
2. Magazines.
3. Scissors.
4. Glue.
5. Manila folder.

Construction

1. Cut out appropriate pictures from magazines.
2. Glue onto tagboard.

Teaching Instructions

1. Use pictures to initiate discussions on appropriate table manners.
2. Have a luncheon, allow students to set table and prepare food. Stress proper table manners while eating.
3. Take a field trip to a restaurant for lunch and practice proper manners.
4. Have a luncheon and invite parents or have each student invite a friend. Practice good manners at all times, discussing the good and poor manners exhibited by the students after the luncheon is over.



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PACKET - HEALTHFUL SNACKS

Contents

1. One manila envelope containing picture of snacks with high nutritional value and low nutritional value.
2. One "Snack Time Menu" poster.
3. One "Eat Healthful Snacks" poster from a teaching resource center.

Necessary Materials

1. One manila envelope.
2. 5 x 7 index cards - blank on one side.
3. Glue.
4. Magazines.
5. Scissors.
6. Tagboard.
7. Felt marking pens.

Construction

Snack Cards:

1. Cut pictures of snacks out of magazines - nutritionally good and poor.
2. Glue pictures onto index cards.

Snack-Time Menu poster

1. Cut tagboard to 12 x 15".
2. Cut out small pictures of nutritionally good and poor snacks.
3. Draw or find a picture of a clown and place him at the bottom of a tagboard - holding strings for balloons.
4. Instead of balloons on the end of each string, glue a snack.
5. Write "Snack-Time Menu" across top of poster.

Eat Healthful Snacks

1. See references at back as to where to purchase.

Teaching Instructions

1. Display posters where all students can view it easily.
2. Hold up one index card at a time and discuss the food picture on it:
    a. What is this?
    b. Is it good or bad for your body and why?
    c. How often would it be good to eat this?
    d. Is it fattening or non-fattening?
    e. Is it good or bad for your teeth, complexion, etc?
3. Have students prepare healthy snacks and while eating discuss how good they taste and how good they are for your body. (i.e. bananas rolled in granola and then frozen, cut fruit and cheese, etc.)

PACKET - HOW FOOD AFFECTS OUR BODY

Contents

1. Seven tagboard posters labeled:
    - a. Bread and Cereals - energy.
    - b. Meat Group - builds and repairs bones, muscles, and blood.
    - c. Vegetable Group - builds strong bones, teeth and gums, good eyes.
    - d. Milk Group - body builders.
    - e. Weak Bones - crankiness.
    - f. No Energy - sickness.
    - g. Unbalanced meals results in:

poor skin	poor teeth
poor eyesight	unhealthy hair

Necessary Materials

1. Tagboard cut in 12 x 15" pieces.
2. Felt tip markers.
3. Ruler.
4. Circular stencil.

Construction

1. Label the top of each poster with the appropriate title.
2. Draw a stick figure (in the middle of the board) to describe the message on the tagboard (i.e. energy-someone running; weak bones-a stick figure with casts on the limbs, etc.). Keep the pictures simple and descriptive.
3. To show unbalanced meal poster, draw a circle in the center of the poster to cover entire board and draw a face on each. Show one with poor teeth, one with glasses, one with stringy hair, one with red dots that represent pimples.
4. Label the bottom of each poster with the corresponding condition.

Teaching Instructions

1. Utilize tagboards as bulletin board aids or to initiate discussions.
2. Hold up flash cards one at a time and discuss what foods are included in that group and what effects that food has on your body.
3. Discuss how these foods can be incorporated into the diet.
4. Have the students cut out pictures from magazines of foods in each food group and then, along with the posters, have the students co struct their own bulletin board.

PACKET - MEAL CLEAN UP

Contents

1. Pictures of clean and dirty dishes, dish soap, cleanser, sponge, scouring pad, brooms; clean vs. dirty floor, and neat and dirty cupboard , refrigerator, and stove.
2. Task analysis of dishwashing, mopping, sweeping, and cleaning the sink. (See task analysis in front of manual.)

Necessary Materials

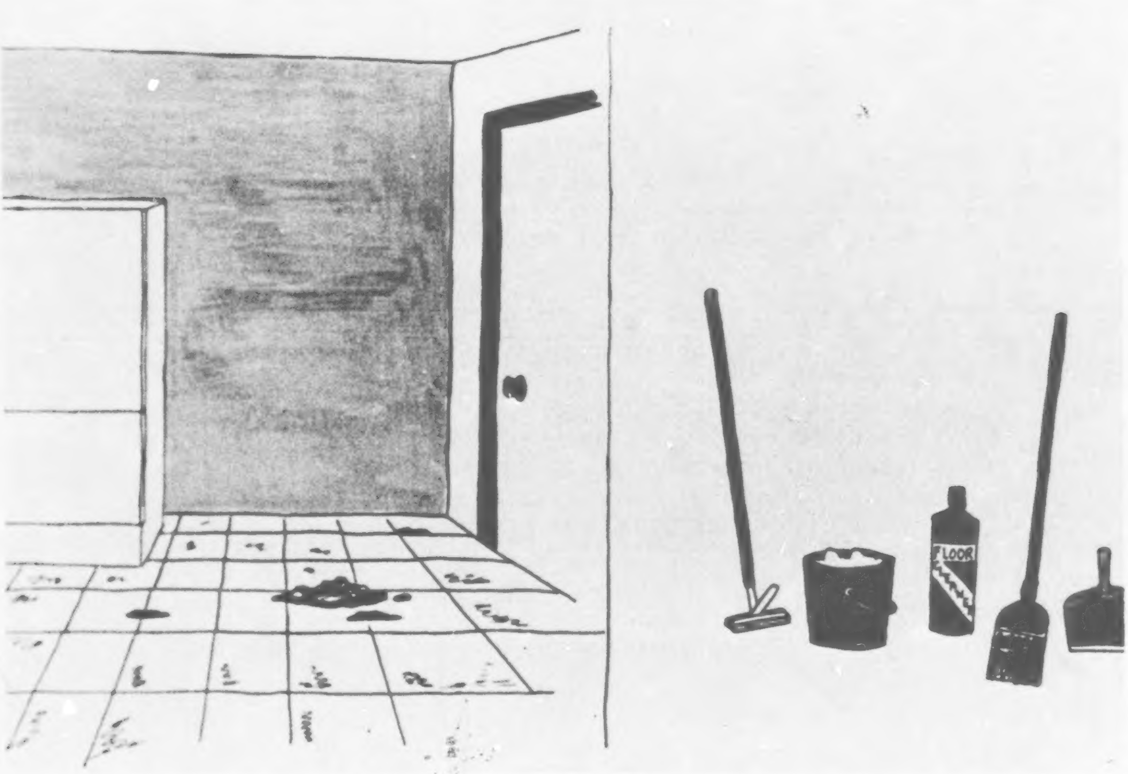
1. Magazines.
2. Scissors.
3. Tagboard/index cards.
4. Glue.
5. Manila envelope.

Construction

1. Cut out appropriate pictures from magazines.
2. Glue onto tagboard or index cards to reinforce.
3. Store in manila envelope and label.

Teaching Instructions

1. Use index cards to lead discussions on appropriate cleaning techniques, proper storage of food and leftovers, proper places for plates, cups, etc.
2. Have the students prepare and eat a meal and then properly clean the kitchen afterwards. (wiping off table and stove, etc.)
3. Have the students clean the refrigerator, throwing away spoiled foods and washing the empty containers.
4. Utilize the task analysis whenever necessary.


FLOOR

PACKET - PROPER DIET

Contents

1. Drawings or pictures of obese people doing passive activities (i.e. people watching T.V., eating, etc.).
2. Drawings or pictures of people who are fit doing active activities (i.e. running, jumping rope, etc.).
3. Booklets on proper nutrition and physical fitness.
4. Weight charts.
5. Individual weight card.
6. Think Thin and Fat Fatigue poster.

Necessary Materials

1. White tagboard.
2. Magazines.
3. Colored pencils or marking pens.
4. Index cards/recipe box.
5. Booklets on proper nutrition and physical fitness (these can be found at the American Dairy Council or at the magazine racks in grocery stores, etc.).
6. Scale.
7. Packet on Basic Food Groups.
8. 9 1/2 x 11" white paper.
9. Glue.
10. Scissors.

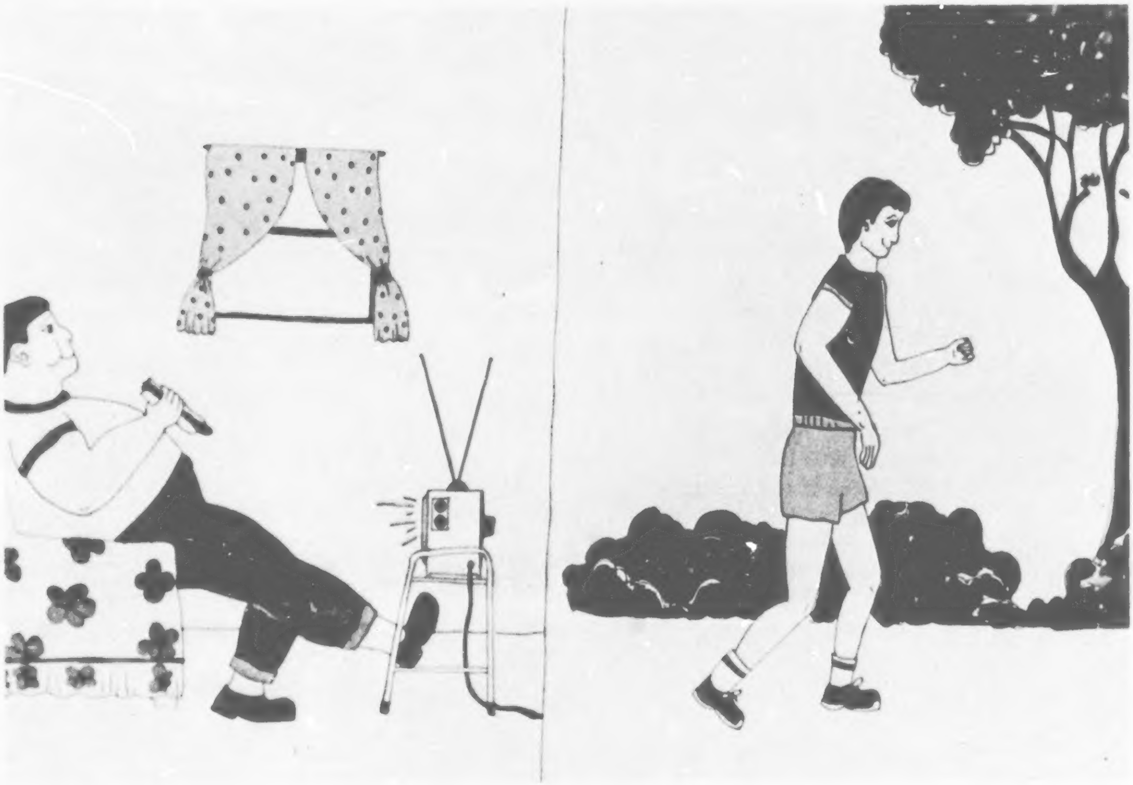
Construction

1. Draw or find pictures of overweight and fit people, glue to white tagboard to stabilize.
2. Using a 9 1/2 x 11" paper for each student draw a line to divide the paper in half widthwise. On left side of page using dividing line as zero number from one to ten above and below the zero line, the numbers above being plus and below being minus.
3. Label index card with individual's name.
4. Find pictures of thin people exercising, etc., and nutritious foods (i.e. salads, fruit, etc.). Using white tagboard, glue pictures in a creative collage and title it with black markers as "Think Thin Poster".
5. Using white tagboard glue on pictures of overweight people and non-nutritious foods (i.e. candy bars, donuts, etc.). Label poster "Fat Fatigue" with marker.

Teaching Instructions

1. Discuss what overweight means, and what causes it.
2. Using "Nutrition Basic Food Group" pictures discuss nutritious and non-nutritious foods.
3. Discuss why your body needs exercise.
4. Discuss what activities each person could do in the evenings and on Saturday rather than just watching T.V., etc.
5. Start a weight reduction group with activities such as:

    a. Weighing each individual weekly and recording it on index cards and keep track of progress.
    b. Record students' weight on weight charts so they can actually see weight gain or loss. Positively reinforce weight loss with verbal praise.
6. Have students discuss their lunches and talk about if it is a nutritious lunch, etc. Discuss alternatives if someone has cookies or cake (i.e. that a fruit or vegetable might have been a better idea, etc.).
7. Practice group exercises and have each person take turns being the leader.
8. Bring in things to make a salad (i.e. oil and vinegar, lettuce, tomatoes, carrots, etc.) to the class. Also bring in small styrofoam cups. Have the students prepare mini salads with oil and vinegar dressing and place in the cups. Each student then has a nutritious salad for lunch.
9. Have the class alternate tasting small pieces of nutritious fruit and non-nutritious pieces of marshmallows.
10. Discuss the sugary taste of both and which they think would be better for their bodies, does the marshmallow stick to your teeth, does the fruit, which is better for your teeth and why, which sugar would be better for your body-natural or processed and why, etc.



PACKET - THE FAT BOARD

Contents

1. One gameboard with a trail drawn on it. It begins with START on one end and FINISH on the other end. In between it is divided into approximately 3" squares, each one having a different label such as:
    a. You started jogging - lost 2 pounds.
    b. You ate a whole large pizza - gained 5 pounds.
    c. You ate two pieces of chocolate fudge pie - gained 3 pounds.
    d. You started swimming - lost 3 pounds.
    e. You took a hiking and camping trip - lost 4 pounds.
    f. You drank three chocolate milkshakes - gained 3 pounds.
2. One pair of dice.
3. Different colored bottle cap markers.
4. A pad of paper and pencil.

Necessary Materials

1. Tagboard (36 x 36").
2. Felt tip markers.
3. Bottle caps (different colors).
4. Pad of paper.
5. Pencil.
6. Set of dice.

Construction

1. Draw a trail on the tagboard that weaves from one end to the other. Make the trail approximately 3" wide.
2. Write START at one end of the trail.
3. Then approximately every 3" draw a line widthwise across the trail to divide it. Continue this procedure until you reach the end of the trail. Then write FINISH.
4. Label each square with a different saying, such as:
    a. You started jogging - lost 2 pounds.
    b. You ate two submarine sandwiches - gained 1 pound.
    c. You did 50 situps - lost 1 pound.

    Continue with these sayings until each square contains a slogan.

Teaching Instructions

1. Let each student choose a marker and have them place their marker on the START square.
2. Write everyone's name down on the score pad.
3. Have the students take turns, each person rolling the dice and moving to the appropriate square. Read the writing on the square and discuss it.
4. Record the weight loss or gain for that square by that student's name on the scorecard.
5. Let the next person take a turn. Continue with this procedure until each person has finished the game.

6. Total the weight loss or gain for each student.
7. The student who lost the most wins. If everyone gained, then the person who gained the least wins.
8. Incorporate discussions about good and poor nutrition into the game. Whenever a student lands on a square that reads that he ate some food of high calorie and low nutritional value ask the student to name alternatives to non-nutritious food that would have been a better choice for a snack or meal (i.e. orange instead of candy bar, fish instead of pizza, etc.).
9. Each time a person lands on an exercise that could be done by that person have them do the exercise (i.e. 10 situps, 20 jumping jacks, etc.).

PACKET - GARDENING

Contents

1. Pictures of gardening activities (i.e. preparing soil, planting, etc.).
2. Pictures of produce that is ripe and not ripe (i.e. green tomatoes and red tomatoes, etc.).
3. Pictures of gardening tools.

Necessary Materials

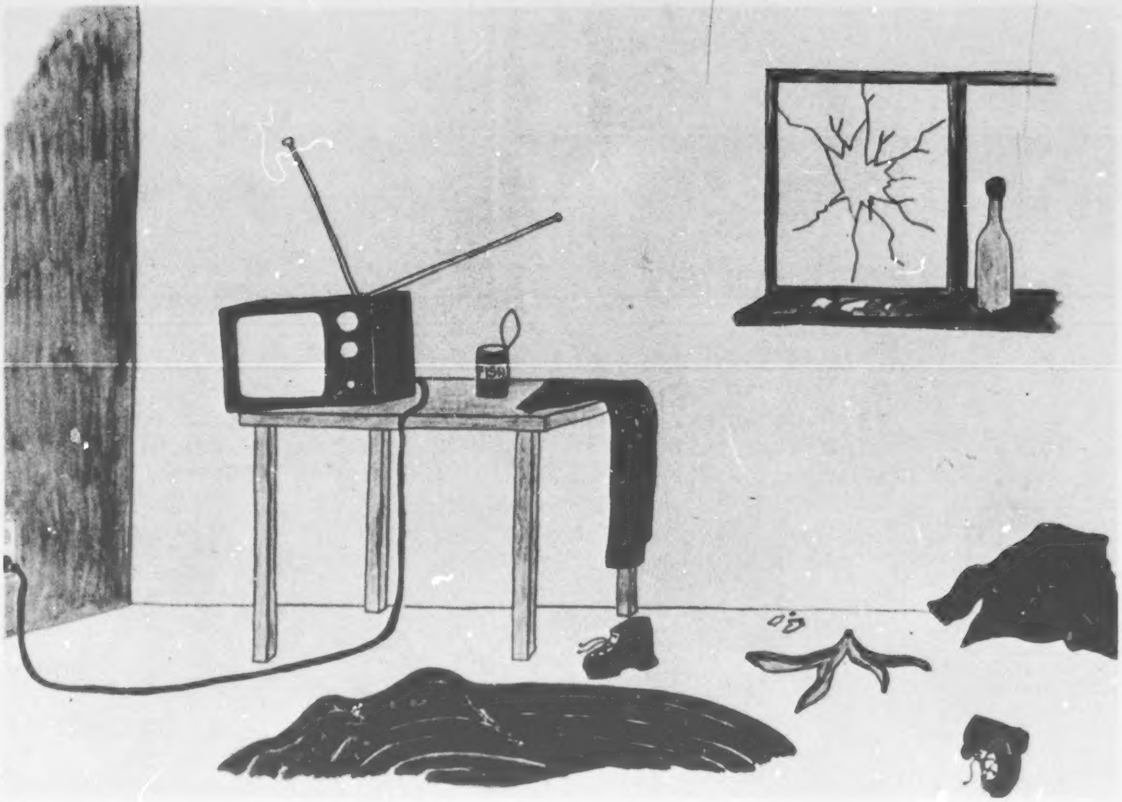
1. Gardening magazines.
2. Glue.
3. Scissors.
4. White tagboard.

Construction

1. Glue pictures on white tagboard to stabilize.

Teaching Instructions

1. Discuss each picture and talk about food that is grown in a garden vs. food that is not.
2. Discuss how to tell if produce is ripe.
3. Discuss use and proper storage of gardening tools.
4. Plant an actual garden and have student participate in all related activities (i.e. purchasing seeds, preparing soil, planting, etc.).


PISH

PACKET - HOME SAFETY

Contents

1. Pictures of dangerous situations within the home such as:
    a. Person poking a knife into the elements of a toaster while it is still plugged in.
    b. Person in bath turning on a radio.
    c. Fire in the oven or on top of stove.
    d. Poisonous liquid such as bleach, etc. in the refrigerator with food, etc.

Necessary Materials

1. Magazines.
2. Resource center pictures.
3. Glue.
4. Scissors.
5. White tagboard.

Construction

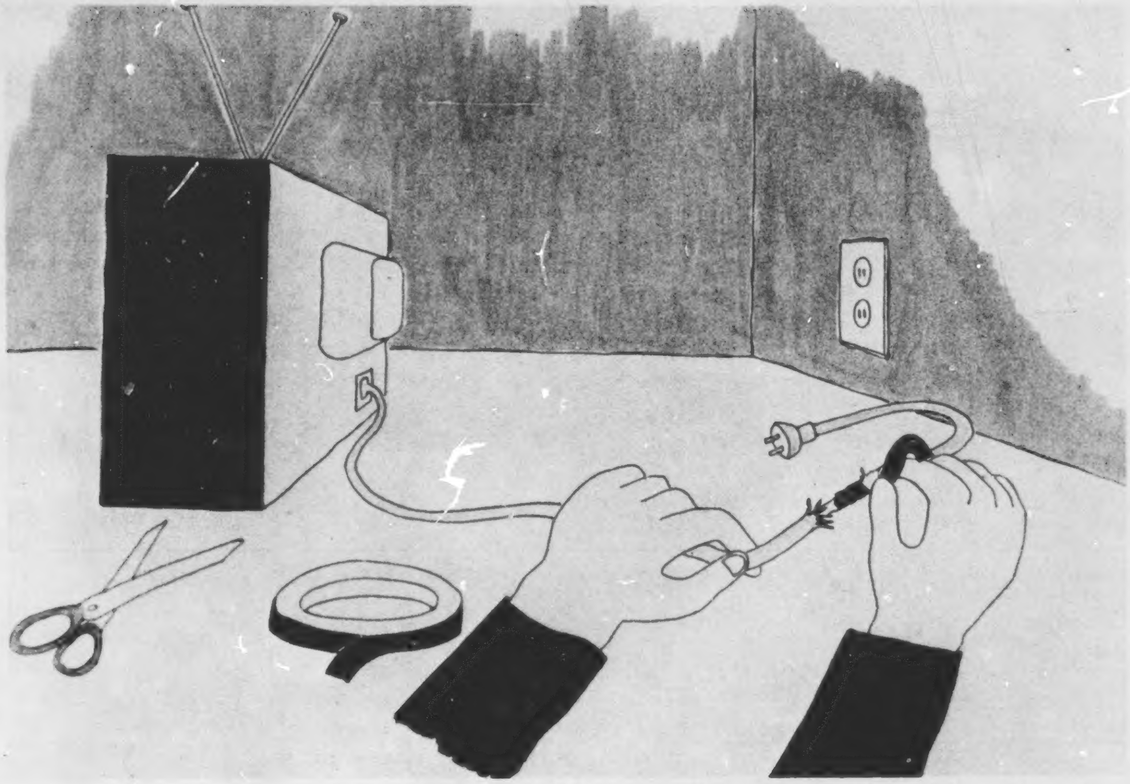
1. Glue pictures to white tagboard to stabilize.

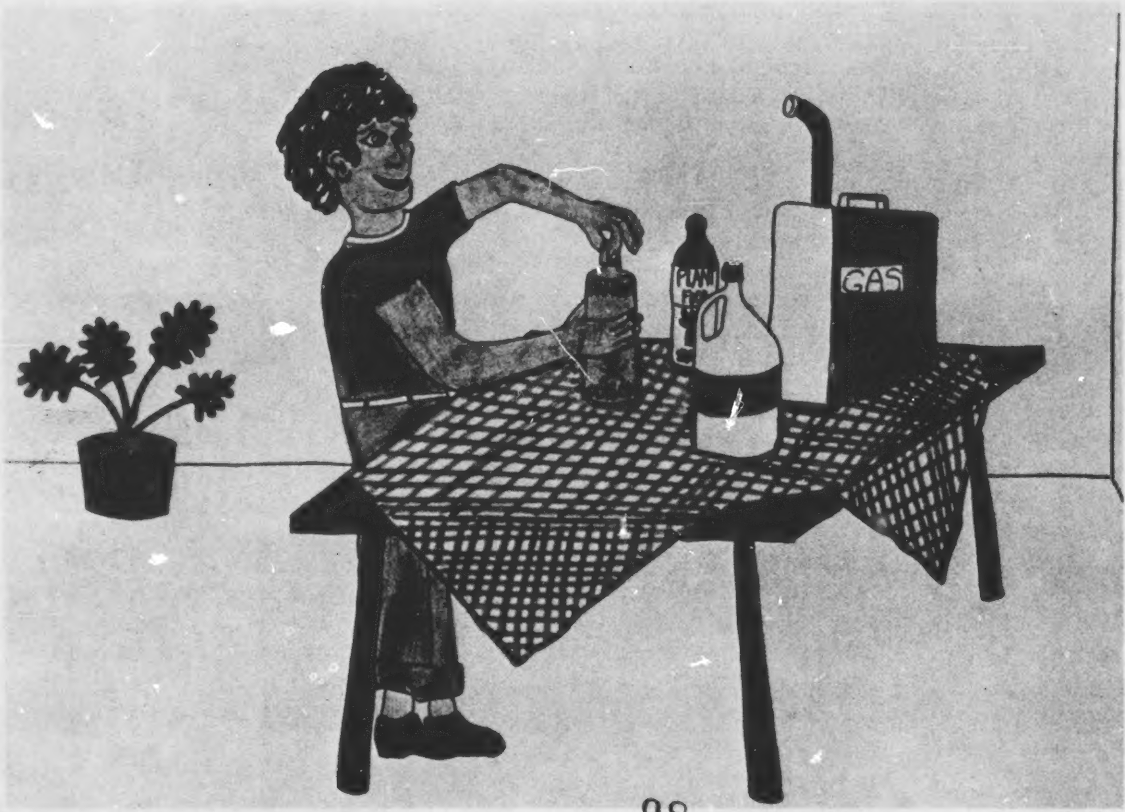
Teaching Instructions

1. Discuss each hazardous situation and what might have been done to prevent it or what should be done now, etc.
2. Role play dangerous situations and have each person react spontaneously as to what should be done. Then discuss if the person handled it properly or if next time there might be a more appropriate way to handle it.
3. Walk around the house and discuss safe and unsafe areas.
4. Practice turning off oven, unplugging iron, taping frayed cords*, cleaning up spilled water, etc.

* Caution: Use with high functioning students who have the ability to differentiate between a completely severed cord and one partially exposed.

Never use on cords where wires are exposed, or completely severed, in this case cord should be replaced.




PLANT
GAS

PACKET - INDEPENDENT HOME MAINTENANCE SKILLS

Contents

1. Picture flash cards of:
    a. Mopping floor
    b. Dusting
    c. Laundry
    d. Sweeping floor, etc.
2. Task sequence for Home Maintenance (see front of manual).

Necessary Materials

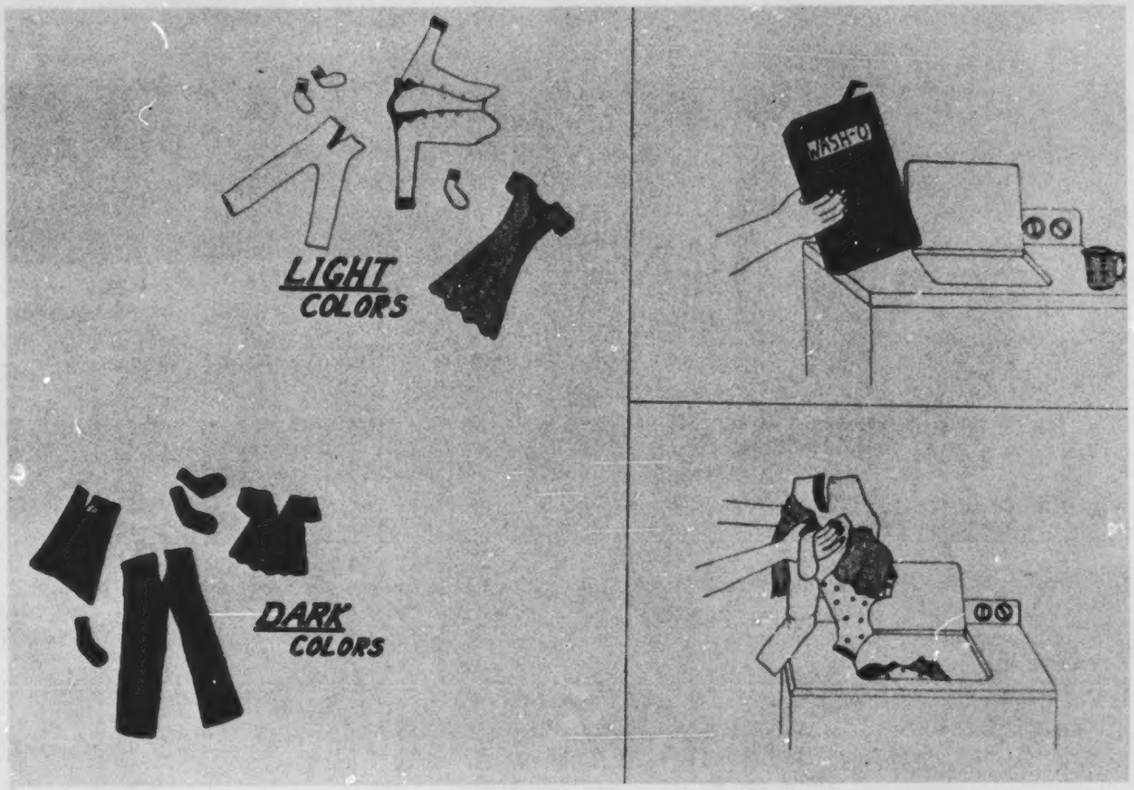
1. Magazines (home oriented).
2. Resource center pictures or posters.
3. Glue.
4. White tagboard.
5. Scissors.
6. Developmental Learning Materials/Independent Living Sequential Cards (see index).

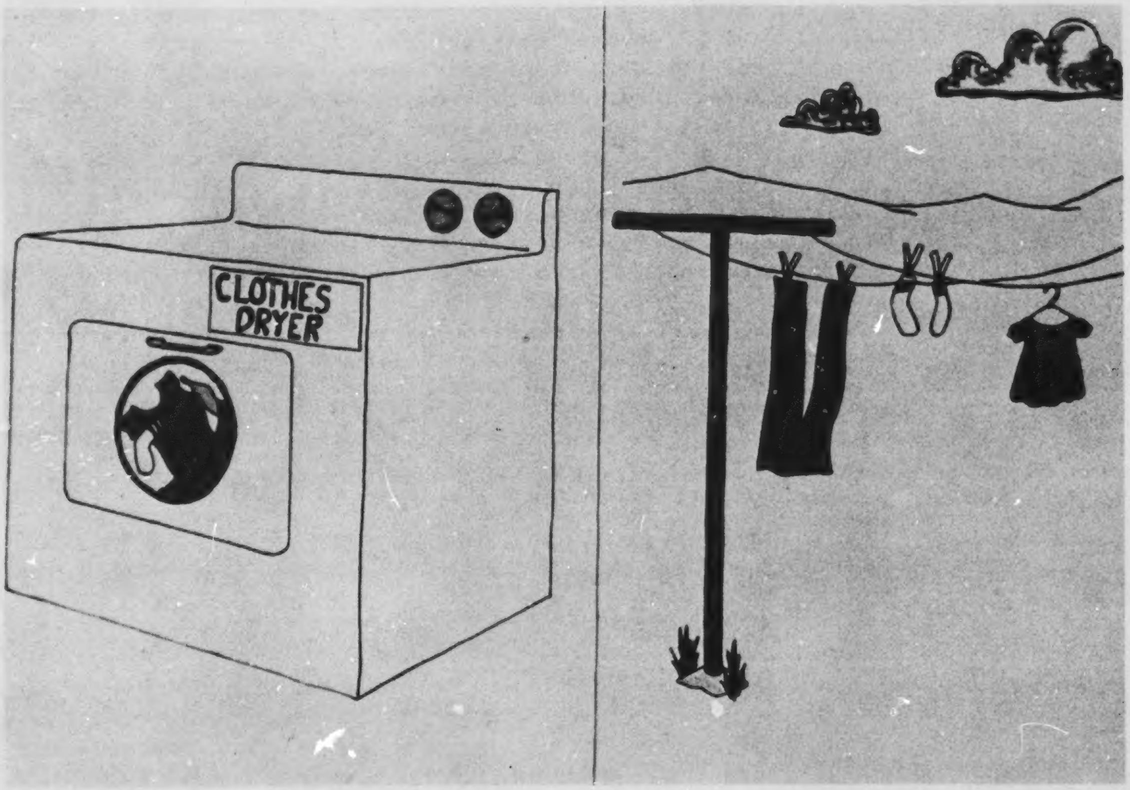
Construction

1. Glue pictures to white tagboard.

Teaching Instructions

1. Use picture flash card to discuss how to complete each task, materials necessary, etc.
2. Demonstrate how to do each task for the student (following task sequence).
3. Help student to do each task for the initial experience.
4. Have student practice doing task alone, then survey the area when finished and discuss missed areas and how to do a better job next time (by moving furniture, etc.).
5. Next time have students assess how well the job was done and how to do a better job next time.
6. Utilize films and slides when available.
7. Have students tell you what home maintenance activities they participated in the day before. Record on a graph their activities and discuss other ways that they could become more active in home maintenance activities. Record new data on the graph 2-3 times a week. Reinforce students for their participation.


LIGHT COLORS
DARK COLORS
WASHEO


CLOTHES DRYER

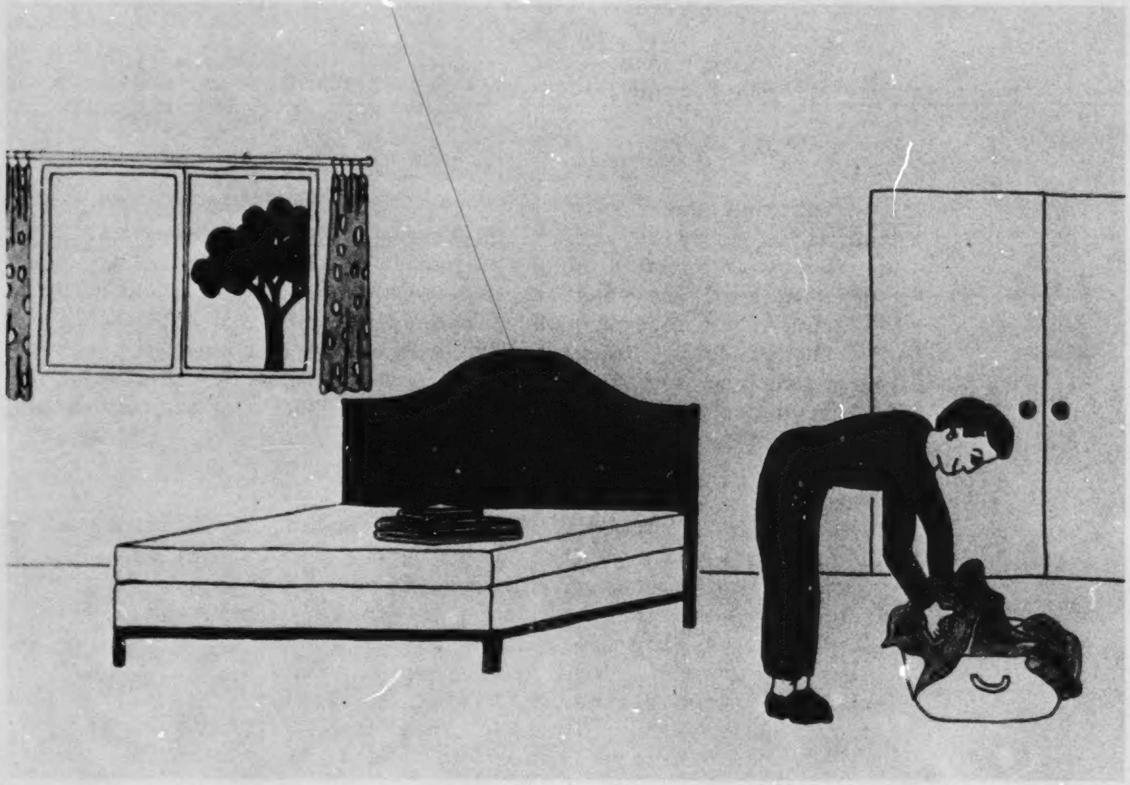
PACKET - DAILY LIVING ACTIVITIES PHOTO SEQUENCE CARDS, MODERN EDUCATION CORPORATION

Contents

1. 8 1/2 x 11" photograph of daily living activities. There are ten different concepts consisting of four pictures, these are:
    a. Woman making a bed.
    b. Woman washing dishes.
    c. Man doing laundry.
    d. Woman warming baby food.
    e. Man making coffee.
    f. Woman washing hair.
    g. Man putting on shoes.
    h. Woman shopping.
    i. Man buying ice cream.
    j. Clock showing 8:00, 12:00, 1:00, 5:00, the key times of day.

Teaching Instructions

1. Student is asked to put the photographs in proper sequence. If student is lower functioning start with two cards, and add remaining cards as student progresses.
2. Ask student to describe what is happening in the pictures.
3. Give the student four photo sequence cards with one that does not belong and see if he/she can identify the odd picture.
4. Have students participate non-verbally by acting out the story depicted in the sequence. The students may also be asked to describe a scene that might have preceded or succeeded the scene.
5. Place the photo sequence cards face down in the copying machine and duplicate with all the cards on one page. Give the student a copy of the printed sheet, and the photo sequence cards. Have the students match the cards to the pictures on the page by placing the appropriate photo sequence card on top of the corresponding one on the paper. This activity can be carried one step further by having the students fill in the page appropriately, with colored pencils (i.e. hair is not green, eyes are not pink, etc.) and then take it home to their parents to discuss it with them.



PACKET - MINOR REPAIRS

Contents

1. Pictures of people involved in minor household repairs (i.e. unclogging a sink, painting, hammering, etc.)
2. Pictures of household tools (i.e. hammer, saw, screwdrivers, etc.). Use actual tools whenever possible.
3. Task sequence of hammering (see front of manual).

Necessary Materials

1. Index cards.
2. Magazines or posters of people working around the house (can be purchased at a Teaching Resource Center).
3. Scissors.
4. Glue.
5. Manila envelope.

Construction

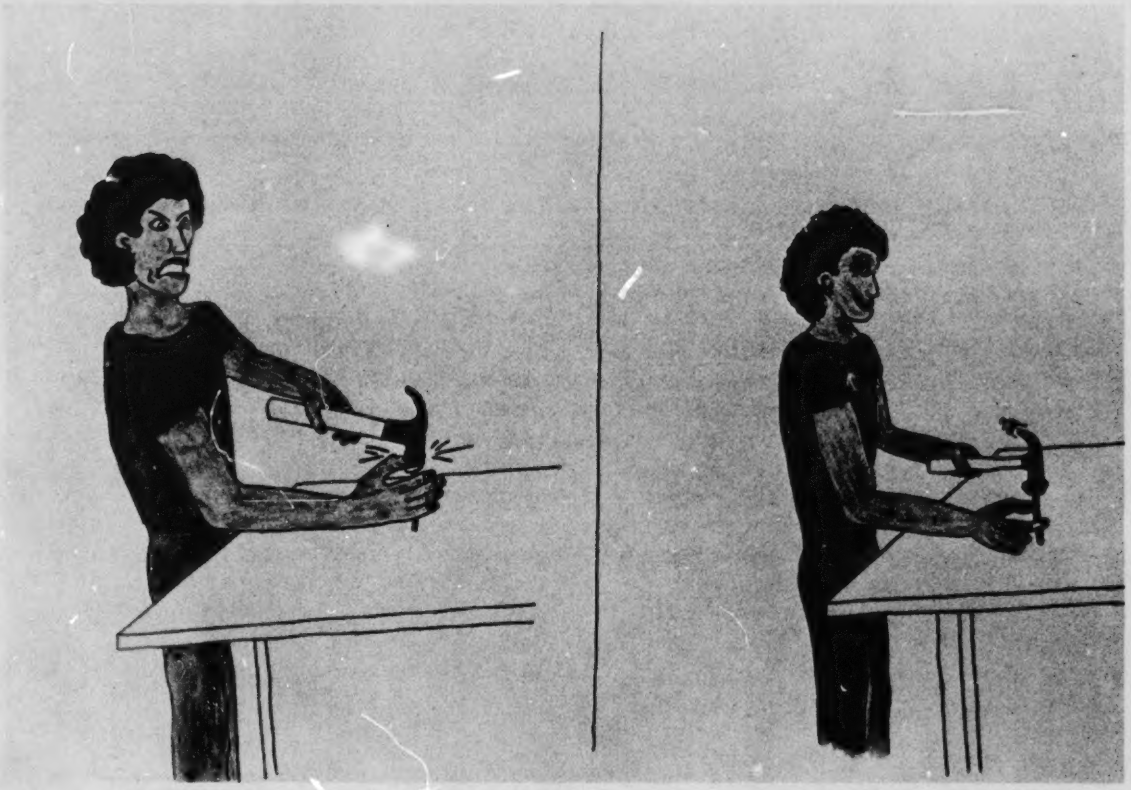
1. Cut pictures from magazines or cut posters into smaller pictures.
2. Glue onto index cards.
3. Store in manila envelope and label.

Teaching Instructions

1. Display index cards - alternate teachers, letting each student be the teacher, initiating the questions and leading discussion.
2. Give each student a magazine and ask him to find pictures of people working on minor repairs.
3. Walk around the school, apartment or house and make a list of things that need repair and discuss how to fix them. Repair them if possible (i.e. tape frayed cord*, etc.).
4. Have each student construct a flower box or spice rack and then paint/decorate it.

*Caution: Use with high functioning students who have the ability to differentiate between a completely severed cord and one partially exposed.

Never use on cords where wires are exposed, or completely severed, in this case cord should be replaced.



PACKET - YARD MAINTENANCE

Contents

1. Pictures of well groomed yards, messy yards, yards with weeds, without weeds, rakes, wheelbarrow, shovel, etc.

Necessary Materials

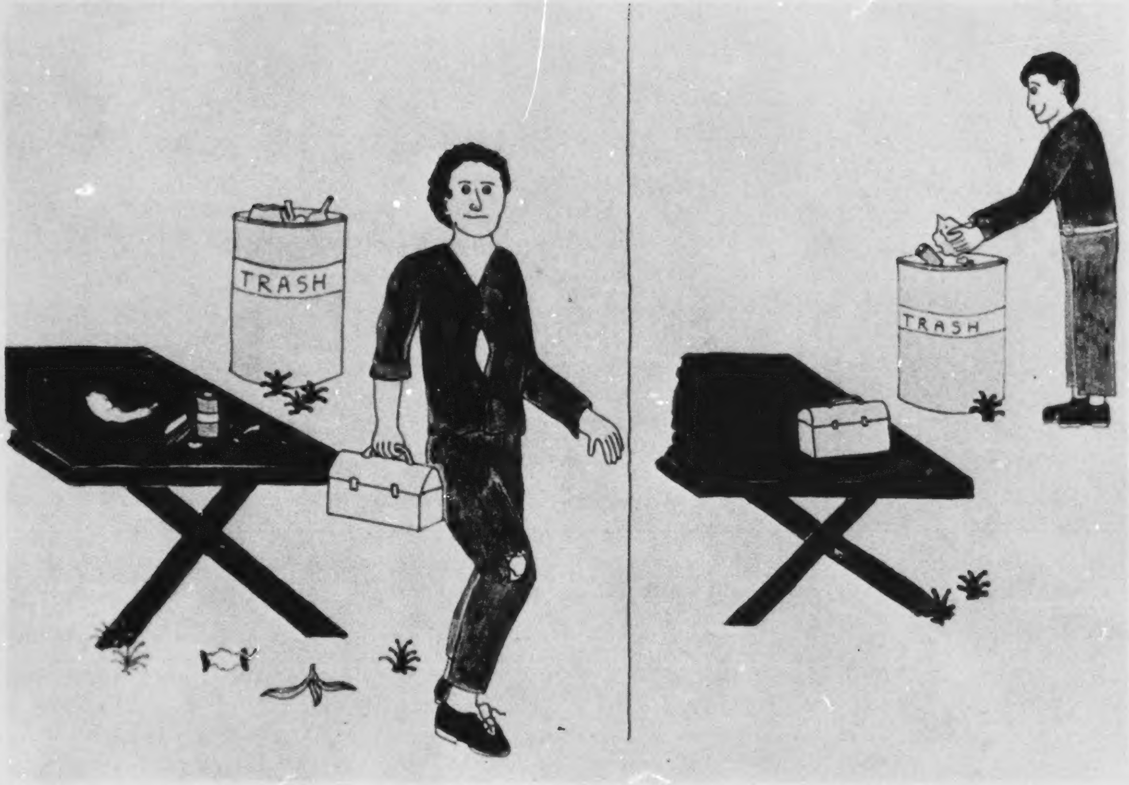
1. Magazines.
2. Scissors.
3. Manila envelope.

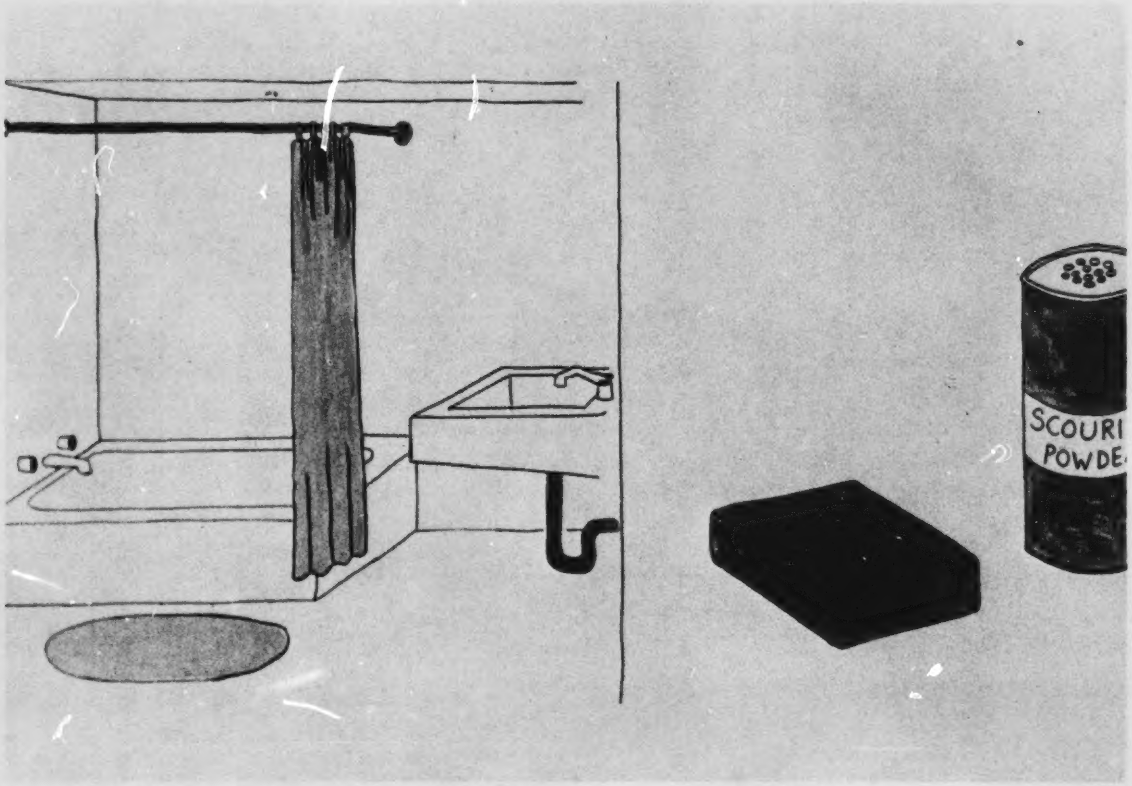
Construction

1. Cut the appropriate pictures from magazines.
2. Store in a manila envelope and label.

Teaching Instructions

1. Discuss pictures of clean yards and the need to maintain a clean yard.
2. Discuss what tasks are necessary to maintain a clean yard (i.e. pick up trash, rake up leaves, mow lawns, etc.)
3. Walk to tool shed/gardener's closet and discuss different names and usage of different yard tools, having students handle and display usage if possible.
4. Take a field trip to a nursery and discuss the yard tools and their relation to a clean yard, their proper and safe storage, etc.
5. Clean up a yard with students (i.e. pick up trash, rake leaves, pull weeds, water flowers, etc.). Show students how to use tools correctly and have them practice using them properly.


TRASH
TRASH


SCOURI
POWDE

PACKET - CLEAN UP DO'S AND DON'TS

Contents

1. Pictures of clean trash cans that are not overloaded vs. trash that is stored in torn bags and spilling on the floor; a mop stored wet in the corner of the kitchen vs. a mop hung outside to dry; cleaning agents stored properly and improperly, etc.

Necessary Materials

1. Magazines.
2. Index cards.
3. Glue.
4. Scissors.
5. Manila envelope.

Construction

1. Cut out appropriate pictures from magazines, store coupons, etc.
2. Glue onto index cards.
3. Store in a manila envelope and label.

Teaching Instructions

1. Display index cards and lead discussions of correct and incorrect cleaning techniques.
2. Write the name of a cleaning agent on a piece of paper or glue a picture of a cleaning agent to a card. Place all cards in a box. Have each student draw one card and describe the picture on it. Then have the student find the appropriate agent (i.e. from under the sink, broom closet, etc.).
3. Actual practice work on a one-to-one basis to practice cleaning the kitchen or bathroom - washing the sink, mopping the floor, etc. (Refer to task sequence whenever necessary.)
4. Tour the lunch area before and after lunch and discuss do's and don'ts, cleaning up lunch area if necessary.
5. Take a trip to the park and have a picnic. Discuss with students before leaving about cleaning up their own mess (i.e. throwing away leftovers, etc.) and when you leave ask students how the area looks (i.e. is it as clean as when you arrived, etc.).

BASIC CONSUMERISM

PACKET - CURRENCY IDENTIFICATION

Contents

1. Penny.
2. Nickel.
3. Dime.
4. Quarter.
5. One dollar bill.
6. Five dollar bill.
7. Ten dollar bill.

Necessary Materials

1. Real money or;
2. Coins and bills, Developmental Learning Materials No. 322. The coins and bills are pictures of the real thing, so both sides are realistic and the appropriate size. The bills however, are white instead of green so we colored them with a green colored pencil.

Teaching Instructions

1. Display coins and currency for clients (i.e. penny, nickel, dollar bill, etc.). Have student identify each piece of money asking:
   a. Which is a penny, nickel, etc. Student may point to correct coin.
   b. What is this called - pointing to each piece of money, soliciting a verbal response.
2. Discuss value of money, (i.e. how many pennies in a nickel, how many nickels in a dime, etc.).
3. Raise questions such as:
   a. Which is greater?
   b. Which coin would buy more?
   c. How much money is needed for a phone call, pop, bubblegum, etc.?
4. Using real currency, have students make actual purchase.

PACKET - MONEY BINGO

Contents

1. Bingo boards with six squares, each containing different amounts of money and the written money symbol.
2. Flash cards - each card displays the written money amount and corresponding currency.

Necessary Materials

1. Tagboard.
2. Developmental Learning Materials No. 322.
3. Scissors.
4. Ruler.
5. Glue.
6. Marking pens.
7. Manila envelope.
8. Construction paper.
9. Various priced items (i.e. toothpaste, milk, etc.).

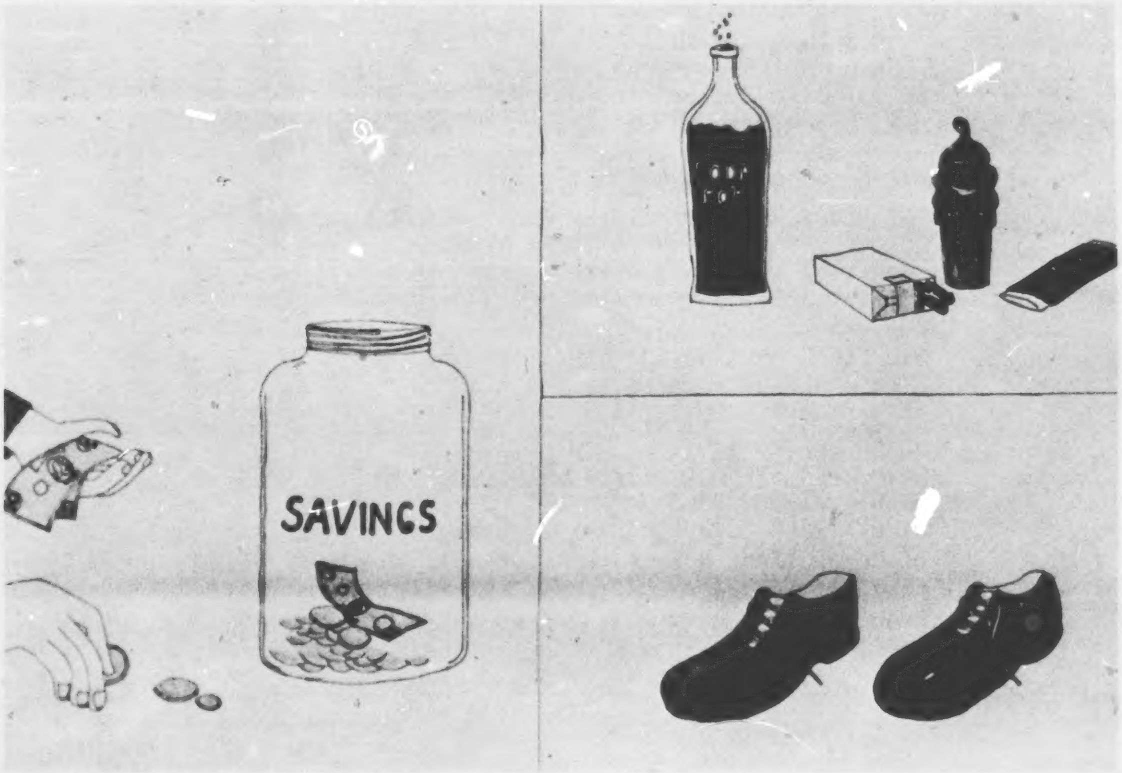
Construction

1. Cut tagboard into six 14 x 24" squares.
2. With a ruler divide tagboard into eight equal squares and outline squares with a felt tip marker.
3. At the bottom of each square label a money amount (i.e. 25¢, $1.00, 5¢, 50¢, $1.50, etc.).
4. Glue the corresponding amount of artificial money to each square (or draw it on), (i.e. 25¢ = 5 nickels or one quarter, $1.00 = one dollar bill or two 50¢ pieces, 20¢ = two dimes). Make money amounts ones that are most relevant to the students' environment (i.e. students would be more likely to deal with $1.00 or 20¢ than $75.00).
5. Cut other pieces of tagboard into 7 x 6 " squares.
6. On each smaller square, make one exact duplicate of each square on the bingo boards, (i.e. on the bingo board 25¢ = five nickels, so you will need one smaller square labeled 25¢ and show five nickels.) (To be used as flash cards.)
7. From the construction paper, cut out approximately fifty 2" circles or 2" squares (to be used as markers).

Teaching Instructions

1. Give each student a large bingo board and a handful of construction paper markers.
2. Place flash cards in manila envelope.
3. Draw one flash card from the manila envelope and ask students to identify the amount, and the currency on the card.
4. When students have a square on their bingo board identical to the flash card, they place a marker on that square. The first student to have a marker on all eight squares wins.

5. The teacher can either be the "caller" or the manila envelope can be passed around, allowing each student a chance to draw a flash card.
6. Raise questions while playing such as:
   a. What are these?
   b. How much are they worth?
   c. Which is greater, smaller, etc.?
   d. What will 20¢ buy, 5¢, $1.00, etc.?
   e. How many nickels are there in a quarter, pennies in a nickel, dimes in a dollar, etc.
7. The flash cards may be used as a separate teaching tool:
   a. As flash cards to identify currency.
   b. Deal out cards to each student. Place pictures of items and their cost on the table.
   c. See packet on Basic Consumer Knowledge for additional directions.
8. Let students take turns purchasing items assembled on the table, (i.e. toothpaste, dish soap, or any other commodity that can be priced). Each time a student "buys" an item he turns in the appropriate flash card. At the end of the game, determine who bought the most for their money.



PACKET - ENVELOPE BUDGETING

Contents

1. Envelopes with pictures or words on the front describing such things as laundry, medicine, personal hygiene items, fun items, etc. Write money amount (i.e. 25¢) or attach pictures of exact amount needed (i.e. two quarters).

Necessary Materials

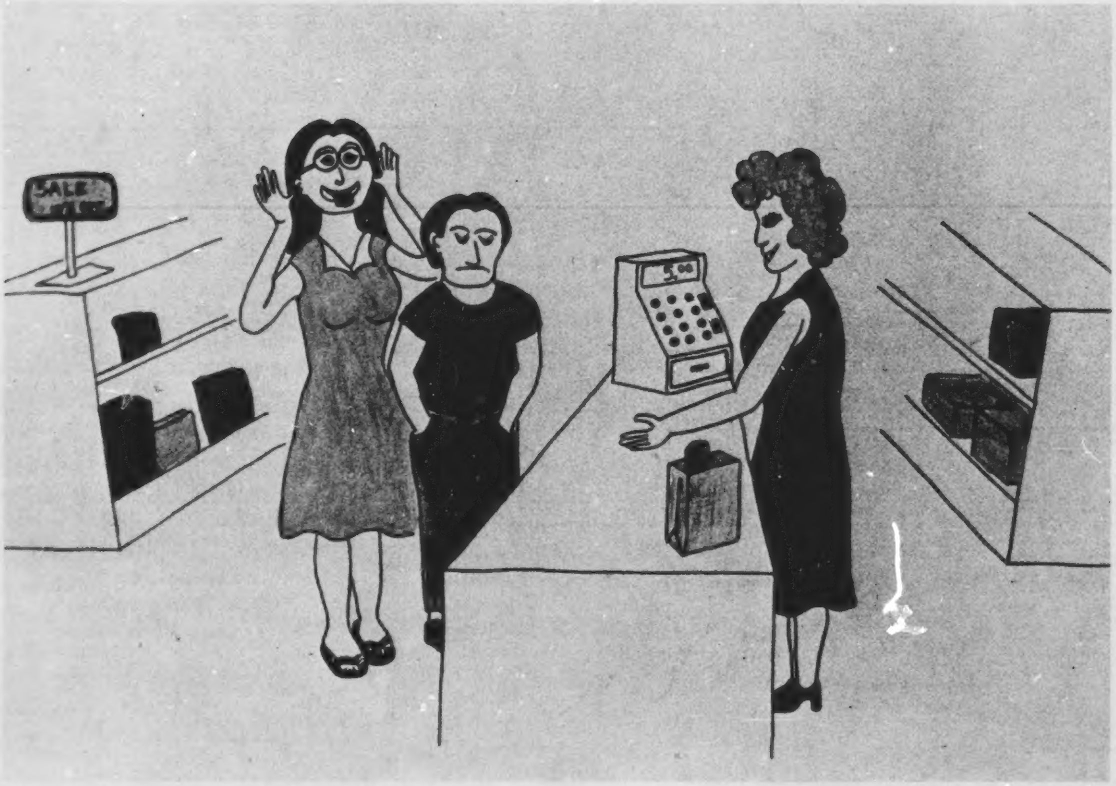
1. Manila Envelopes.
2. Magazines or other resources for pictures of toothbrushes, clothes, etc.
3. Glue.
4. Scissors.
5. Black marking pen.
6. Money or play money.

Construction

1. Glue pictures of clothes on an envelope and write title (i.e. laundry). Label exact amount of money needed (i.e. 50¢) or glue on artificial currency (i.e. two quarters). Continue this until all envelopes are labeled.

Teaching Instructions

1. With students' available resources have them divide monies into necessity envelopes first (i.e. laundry, $2.00, medicine $5.00, Personal hygiene items $3.00, etc.).
2. With remaining money the individual has the option to put it in a savings envelope or the fun items envelope. It should be stressed that need envelopes should be filled before want envelopes.



I-88

PACKET - BASIC MONETARY TRANSACTIONS:

Contents

1. Pictures of different activities and people related to basic monetary transactions (i.e. clerk, woman holding up price tag on a dress, man paying for a purchase, etc.).
2. Menu from a restaurant.
3. Photo sequence of man buying an ice cream cone, and a woman buying groceries.
4. Coins and bills.

Necessary Materials

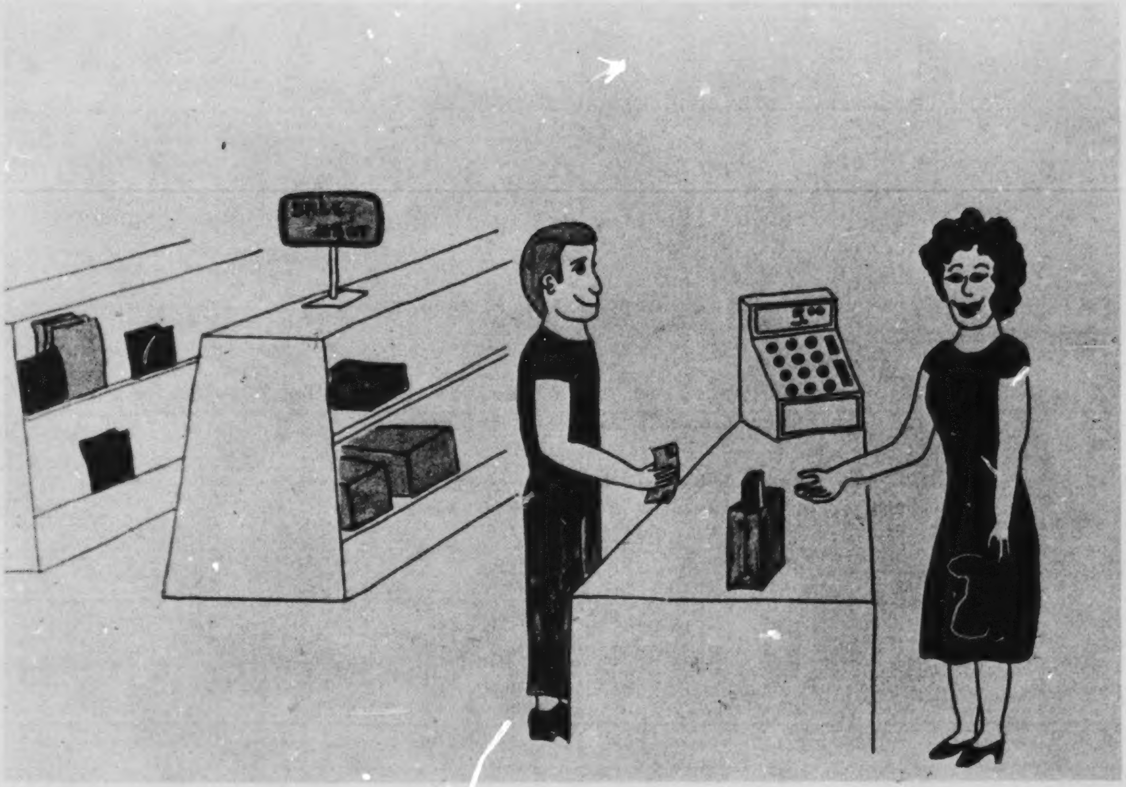
1. Magazines.
2. Resource center posters or flash cards.
3. Glue.
4. Scissors.
5. White tagboard.
6. Daily living activities, photo sequence, speech and language materials.
7. Menus.
8. Coin and bills (Developmental Learning Materials No. 322).

Construction

1. Cut and glue magazine pictures to tagboard to stabilize.
2. Ask local restaurants for old menus.

Teaching Instructions

1. Discuss flash cards asking such things as:
    a. Where is this person?
    b. What is he/she doing?
    c. When you go to a store can you pick up something and just walk out with it?
    d. Where do you pay?
2. Discuss menu and ask such things as:
    a. What foods do you see on the menu?
    b. What would you like to order?
    c. How much will it cost?
    d. Using Developmental Learning Materials coins and bills or actual currency, establish what amount would be enough to pay for a meal.
    e. How much change would you get back?
    f. How do you pay the bill?
    g. What is a tip? How much? For whom?
3. Follow up those activities by taking field trips to local businesses, grocery stores, and restaurants to practice actual transactions.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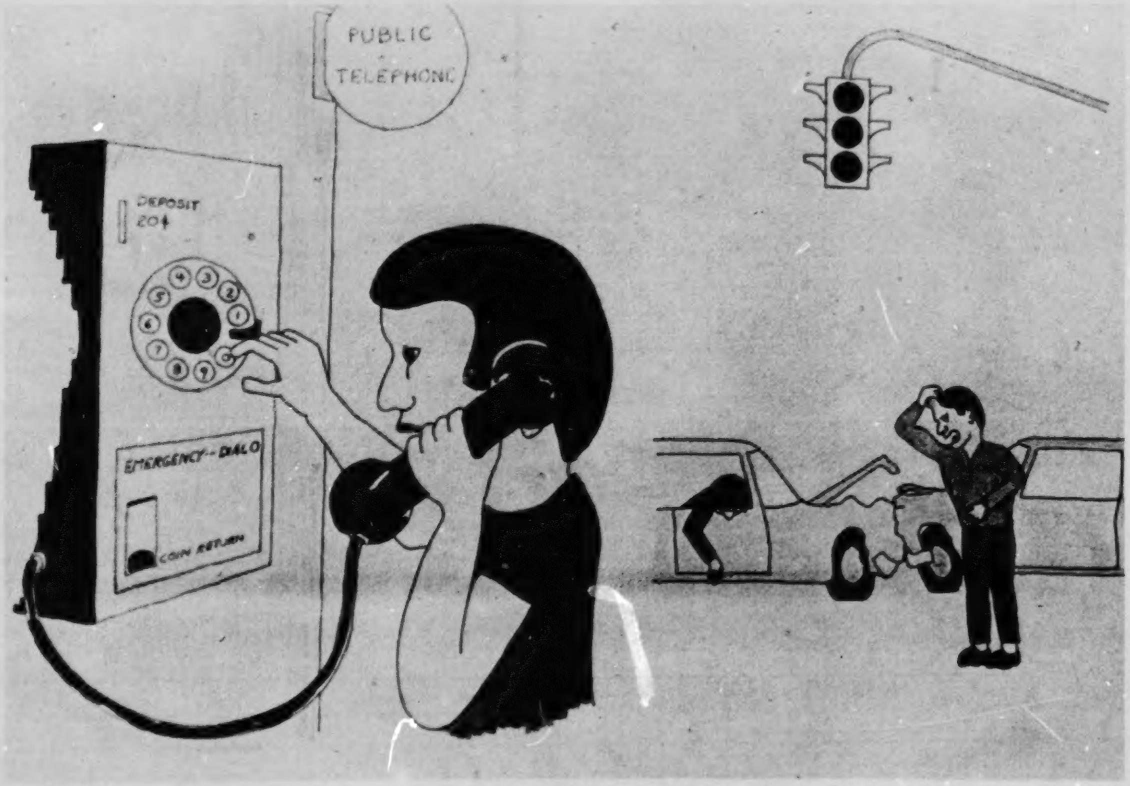
PACKET - CONSUMER SEQUENTIAL CARDS, DEVELOPMENTAL LEARNING MATERIALS NO. 469

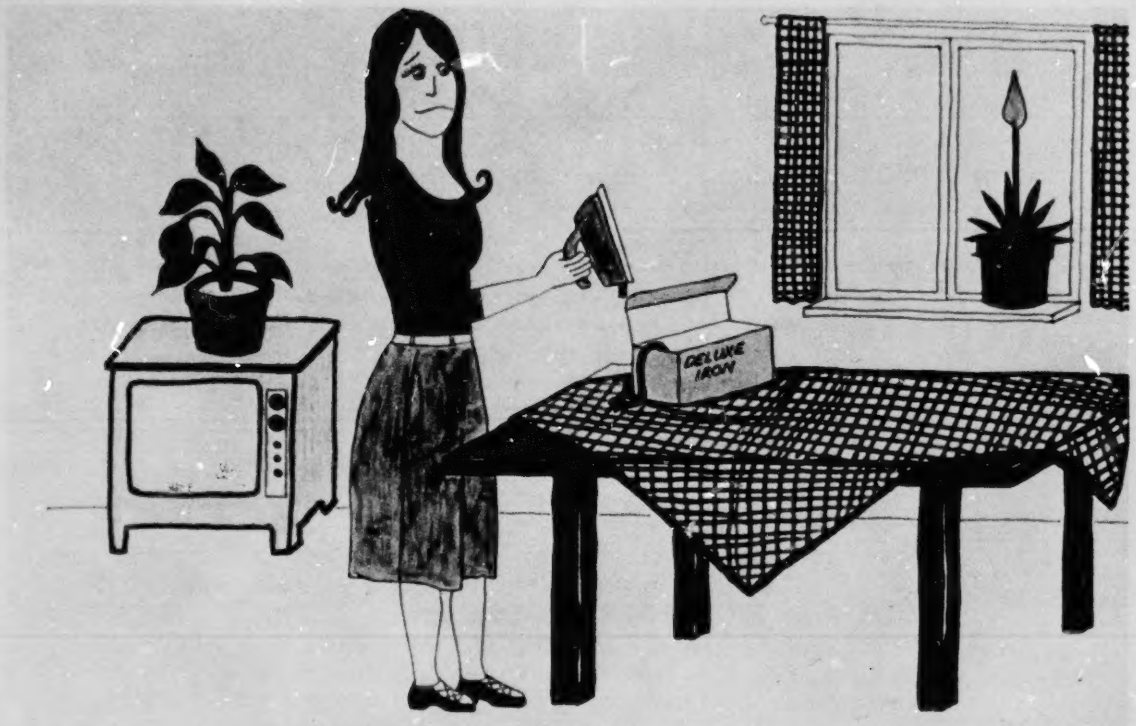
Contents

1. Color photographs showing people in everyday activities.
   Set consists of five sequences of six cards each. They are:
    a. Using a pay telephone.
    b. Ordering in a fast food restaurant.
    c. Using a soft-drink machine.
    d. Ordering in an ice-cream parlor.
    e. Receiving service in a gas station.

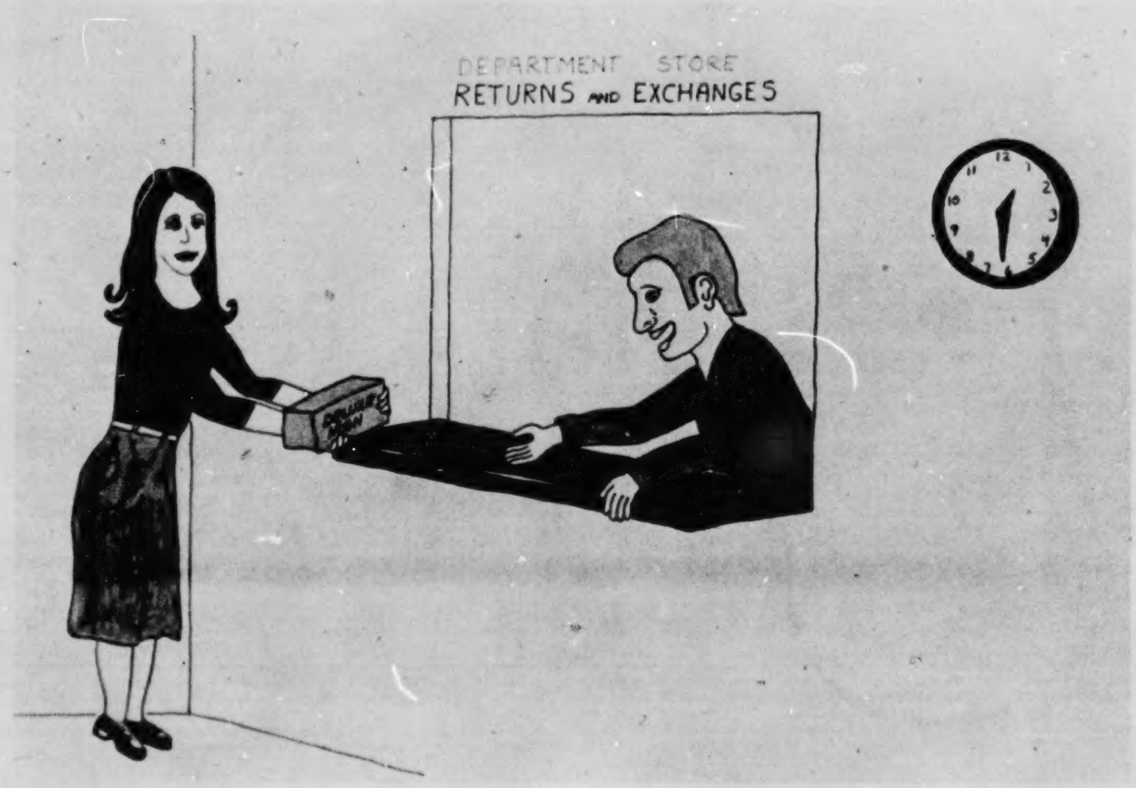
Teaching Instructions

1. Have students explain each picture. Talk about many different things in each picture, i.e. the cash register, menu on the wall, sign outside of telephone, etc.
2. Have students role play that they are doing each activity, ordering from different menus, etc.
3. Have students arrange pictures according to their ability. If student is low functioning, reduce the number of cards accordingly. Have students discuss if the pictures are in the right sequence, why or why not. As students improve add the remaining cards.
4. Take students on field trips into the community to actually practice activities portrayed in each sequence.





DELUXE IRON



DEPARTMENT STORE
RETURNS AND EXCHANGES
DELUXE IRON

PACKET - BASIC CONSUMER KNOWLEDGE

Contents

1. Coins and currency.
2. Two pictures of the same item, groceries, clothes, etc. with different price tags written under each picture (i.e. same jar of mayonnaise with 60¢ and 80¢ prices).

Necessary Materials

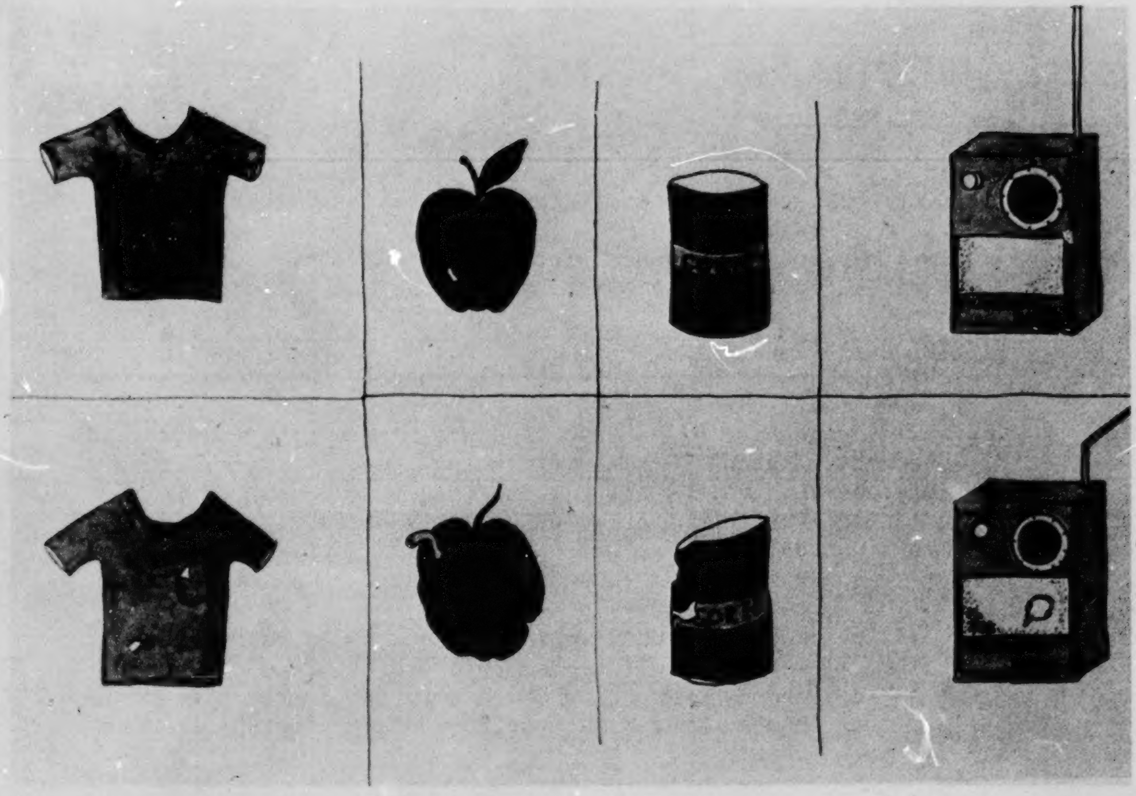
1. Real money or Developmental Learning Materials, coins and bills No. 322.
2. Index cards.
3. Magazines.
4. Glue.
5. Scissors.
6. Ink pen.

Construction

1. Cut and glue pictures of dish soap, mayonnaise, socks, etc. to index cards.
2. Write prices under each picture (i.e. 75¢, $1.05, etc.).
3. Write specific questions to ask on the back of each index card.

Teaching Instructions

1. Using pictures of various articles and foods discuss how much each cost.
2. Using coins and bills have students assemble the exact change needed to purchase each article.
3. Discuss such things as:
    a. What combination of coins is needed to make a phone call?
    b. How much do you think the pants or shirt you have on cost?
    c. How much money would you need to go out to lunch, movies, bowling, on a picnic, etc.?
    d. About how much do a weeks worth of groceries cost?
    e. How much does shampoo, deodorant, toothpaste, etc. cost?
    f. Which is the better buy?
4. Give each student the same amount of money (i.e. $5.00, $10.00) and using the index cards see who can purchase the most for their money. The first time ask everyone to buy grooming and hygiene items, the next time clothes, etc. The person who buys the most for his money is declared the winner.
5. Take field trips into the community to different places to purchase groceries, lunch, plants, etc. Have student purchase items as independently as possible.
6. Role play that you are buying different things and have students be clerks and patrons.



I-91

PACKET - LETS GO SHOPPING, TREND ENTERPRISES

Contents

1. Four game boards showing a grocery store, drug store, pet store and fast food restaurant. Prices are attached to various commodities (i.e. cards 35¢, oranges 10¢, coffee 20¢, kites 50¢, etc.).
2. Twenty five question cards for each of the four stores. (i.e. Chuck has $1.00, and decides to spend it all on kites. How many kites can he buy?)

Note: Some of the prices on the game boards are too complicated for our students (i.e. dog food 5 lbs. for $2.76) so we pasted new prices that were more appropriate (i.e. dog food for $2.00). We also made question cards that were easier to answer for our lower functioning students.

Necessary Materials

1. If you plan to modify game boards and questions:
    a. White tagboard
    b. Glue
    c. Scissors
    d. Black marking pen

Construction

1. Cut white tagboard to cover item and price on game board. With black marking pen change price accordingly.
2. Cut white tagboard to size of question card. Write name of appropriate store in the top right corner (i.e. drug store, burger village, etc.). Write question on the remainder of the card with black marking pen.

Teaching Instructions

1. Place one game board in center of table.
2. Locate appropriate question cards for the game board.
3. Take turns drawing question cards and answering them. If person drawing card cannot solve problem, group may help.
4. Take field trip with students to purchase items.

PACKET - PEOPLE, PLACES, AND THINGS: STORES - TEACHING RESOURCES No. 85-615

Contents

1. Ten 5 1/2 by 10" cards with a place picture at the top and four squares below, and assorted smaller cards depicting people and items found in each store. The stores listed on the larger cards are:
    a. Supermarket
    b. Pet shop
    c. Bakery
    d. Ice cream shop
    e. Clothing store
    f. Furniture store
    g. Hardware store
    h. Toy store
    i. Florist shop
    j. Sporting goods store

Object

1. Students match the appropriate smaller cards to the right building.

Teaching Instructions

1. Have the students discuss the name of each building and the services it provides.
2. Discuss each small card and where you would go to buy it, how often you would need to buy it, how much would it cost, etc.
3. Play a game - give each student a master card. Set the smaller cards upside down in a center pile. Have students take turns drawing one card at a time. Each student is to hold up the card, identify it and place it in the appropriate store. The first person to get a full card wins.
4. Follow up with a field trip to a shopping mall and visit the stores included in this game.

PACKET - BUILDING MATCH-UPS; DEVELOPMENTAL LEARNING MATERIALS No. 320

Contents

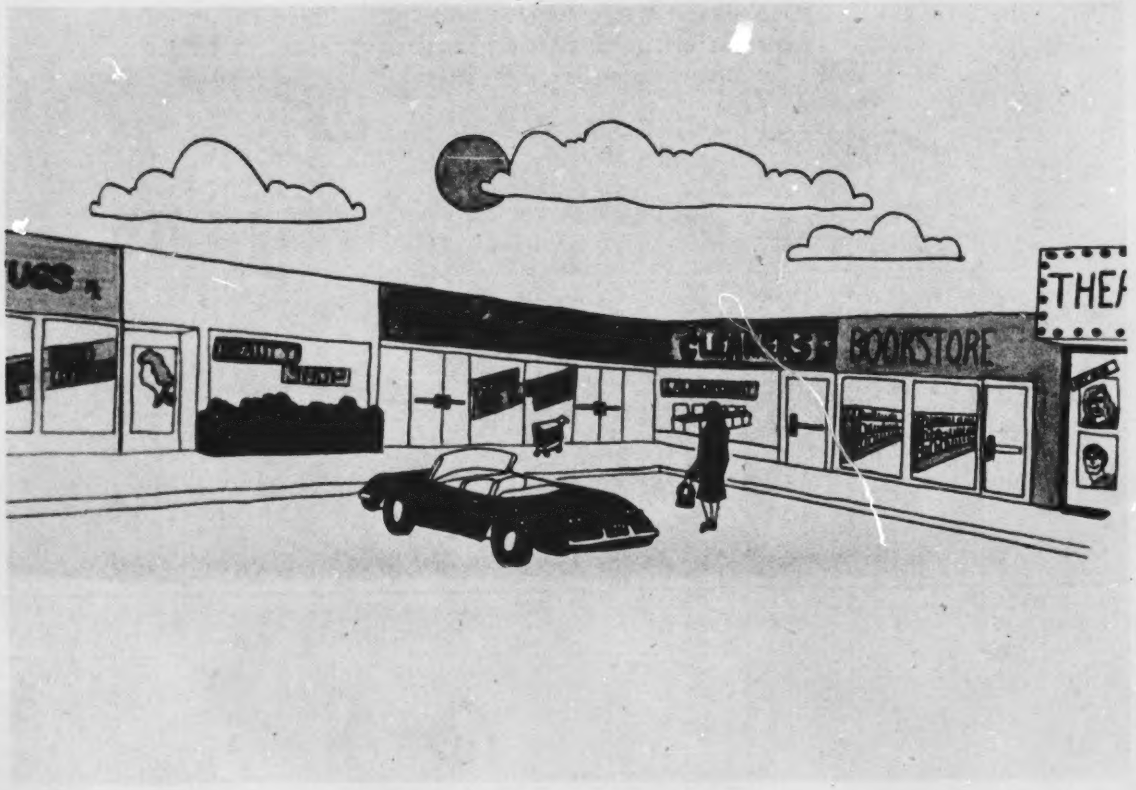
1. Eight master cards with a picture depicting a specific building on the top of each card.
2. Also 48 small cards each depicting an object or person that could be found in one of the eight buildings.
3. Six cards which are appropriate for each building.

Object

1. Students can match each small card to the right building.

Teaching Instructions

1. Have students discuss the name of each building and the services it provides.
2. Discuss each small card and what building you would find it in.
3. Play a game, having the student who fills the card first proclaimed the winner. Have students assist each other if they do not know where the card belongs.
4. Assemble actual articles such as, pants, shampoo, apples, etc. and have students decide which building one might find them in.
5. Take actual field trips into the community and discuss the different services provided by each.



PACKET - COMMUNITY WORKERS

Contents

1. Flash cards of a fire fighter, police officer, postal worker, sanitation worker, phone repair person, judge, politician, service man/woman, taxi driver, merchants, etc.

Necessary Materials

1. Magazines.
2. Resource center posters or flash cards (i.e. career cards, by Milton Bradley, teacher approved bulletin board aids, subject; career opportunities).
3. Scissors.
4. Glue.
5. White tagboard.

Construction

1. Glue magazine pictures to white tagboard to stabilize.

Teaching Instructions

1. Discuss flash cards asking such questions as:
    a. Who are these people? (identify occupation)
    b. What roles do they play in the community?
    c. How might they help you personally?
    d. Discuss the fact that each role might be played by a man or woman.
    e. Role play that students are these people or have a pretend emergency and practice calling for help, etc.
2. Take walks in the community and discuss people you see along the way.
3. Plan field trips to post office, police station, etc.

PACKET - STREET LITERACY

Contents

1. Posters
    a. Traffic light
    b. Walk sign
    c. Don't Walk sign
    d. School crossing
    e. Stop sign
    f. Railroad crossing
    g. One poster including construction workers, stop signs, cross walks with people in them, hazardous and safe situations.

Necessary Materials

1. All the contents may be purchased at a Resource Teaching Facility or they may be constructed. If you construct them you will need:
    a. Tagboard
    b. Scissors
    c. Felt tip markers or colored pencils

Construction

1. Cut out tagboard to match the shape of the street signs.
2. Use the felt tip markers to label and color the signs.

Teaching Instructions

1. Use posters as bulletin board aids or to initiate discussions.
2. Have the students stand in a line across the room. Hold up the traffic signs one at a time and have them react to each sign (i.e. "stop" - stand still; "walk" - then they should walk; "green light" - go, etc.). As the students make a mistake in reacting to the signs they are eliminated. The last person standing is the winner.
3. Take a walk around the community and identify signs along the route, what they mean, what you should do when you see one, why the sign is where it is.
4. Discuss hazardous situations and how these signs can prevent accidents (i.e. school crossings, construction zones, stop signs, etc.). Raise questions such as:
    a. What would happen if you ignored the signs?
    b. What is "jaywalking" and can you get a ticket for it?
    c. Why should cars slow down when near a school?
    d. Should you walk down the middle of the street and why or why not?

PACKET - SAFETY DOMINOES

Contents

1. Seventy-two 3 1/2 x 2" dominoes displaying two different safety signs on each in various combinations.

Necessary Materials

1. One set of Safety Dominoes (see Bibliography) from a resource center.
2. Drivers' training pamphlets with small printed signs.
3. Tagboard.
4. Scissors.
5. Glue.
6. Cardboard.
7. Marking pens.

Construction

1. Cut out pictures of safety signs from pamphlets and glue two onto the 3 1/2 x 2 " tagboard or;
2. Cut 3 1/2 x 2" tagboard and draw two safety signs on each.

Teaching Instructions

1. Follow the rules for dominoes when playing safety dominoes (work on matching skills).
2. Line up safety dominoes in a long row and have each student discuss different safety signs.
3. Ask questions about each sign, what it means, where you would find it, etc.
4. Take short walks in the community and discuss safety signs.
5. Discuss what could happen if you don't obey the signs.

PACKET - CITY BUS

Contents

1. Three posters of:
    a. Bus stop good behavior and safety.
    b. Good behavior while riding the bus.
    c. Getting off the bus.

Necessary Materials

1. White tagboard.
2. Colored pencils.
3. Marking pens.

Construction

1. Poster 1:
    a. Draw a city bus from a side view stopping at a bus stop.
    b. Show "stick" figure people lined up and quietly getting on.
    c. At bottom of poster list rules:
        (1) Stand quietly on sidewalk.
        (2) Wait until bus comes to complete stop.
        (3) Allow people on bus to get off first.
        (4) Wait patiently in line to get on bus.
2. Poster 2:
    a. Draw side view of seats on bus with "stick" figures sitting quietly.
    b. At bottom of poster list rules:
        (1) Find a seat.
        (2) Sit down quietly.
3. Poster 3:
    a. Draw close up side view of bus with "stick" figure getting off.
    b. At bottom of poster list rules:
        (1) Pull buzzer cord and remain in seat until bus comes to complete stop.
        (2) Wait patiently behind others who are also getting off.
        (3) Get off safely, be careful of other traffic.

Teaching Instructions

1. Poster 1 discussion questions:
    a. Where do you stand when waiting for the bus?
    b. What should you do if the bus is late?
    c. What do you need to have ready when the bus arrives?
2. Poster 2 discussion questions:
    a. What should you do when you board the bus?
    b. How should you act on the bus?
    c. What should you look for while riding the bus?

3. Poster 3 discussion questions:
    a. What should you do when it is time to get off the bus?
    b. How should you wait to get off the bus?
    c. What do you do after you step off the bus?
4. Have students role play appropriate bus behavior.
5. Take a field trip into the community on a city bus.

PACKET - MONEY BUDGETING AND SAVINGS

Object

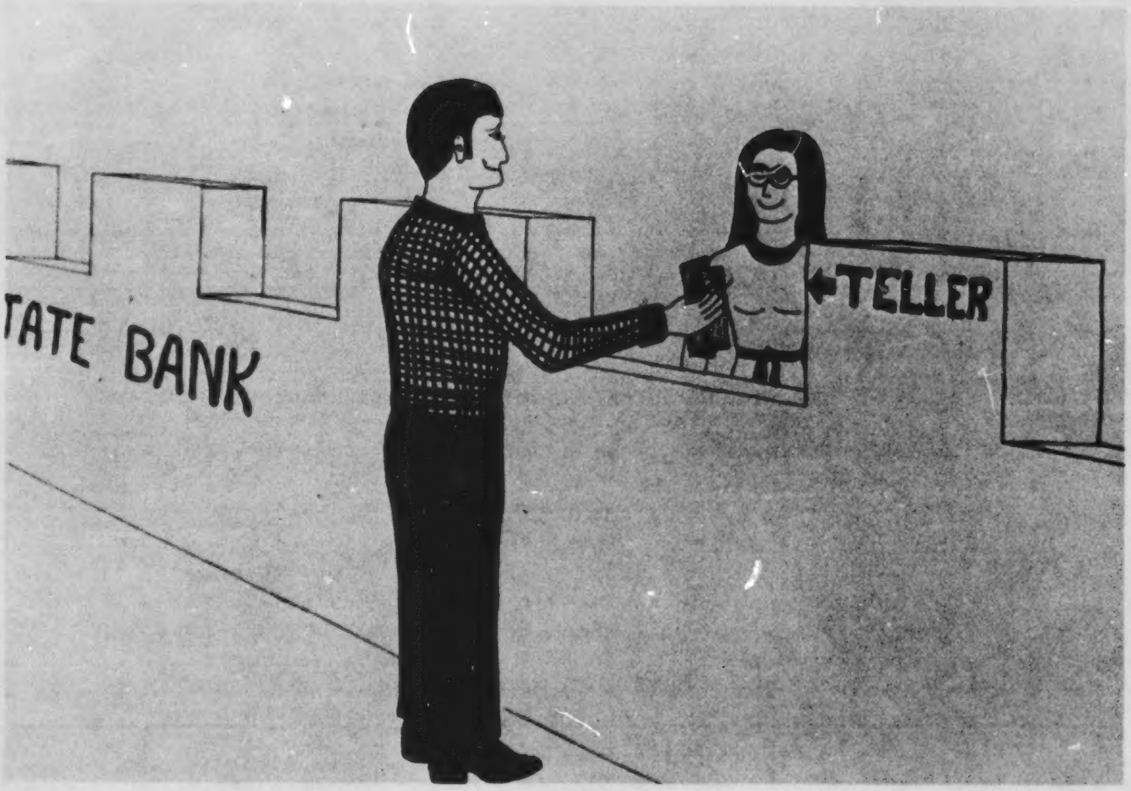
1. To have students identify the difference between things they want and things they need.

Teaching Instructions

1. Have a group name as many things as possible that they buy with money. List them on a big chart using pictures or actual products such as:

   food
   bus money
   medicine
   glasses
   candy
   clothes
   laundry
   shampoo
   soap
   toothpaste
   cigarettes
   deodorant
   transistor radio
   pop
   ice cream
   shoes
   coat
   purse
   billfold
   haircut
   plastic rings
   potato chips
   make-up
   records

2. Guide discussion on necessary items and unnecessary items.
   a. Do people need food to live?
   b. Can you get along without eating at a restaurant? Why?
   c. Do we need candy to eat to stay healthy? Why?
3. Discuss saving money for things you need. (i.e. at home, in your own bank, or in a local branch of a bank). Discuss that when you put money for savings in a bank the bank uses it until you want it again. Talk about the interest the bank pays you to use your money.
4. Take a field trip to a local bank to talk about checking and savings accounts. Ask for bank samples that the group can take to practice filling out checks, withdrawals and deposits.
5. Role play banker and applicant and practice depositing and withdrawing money.


TATE BANK
TELLER

JOB READINESS

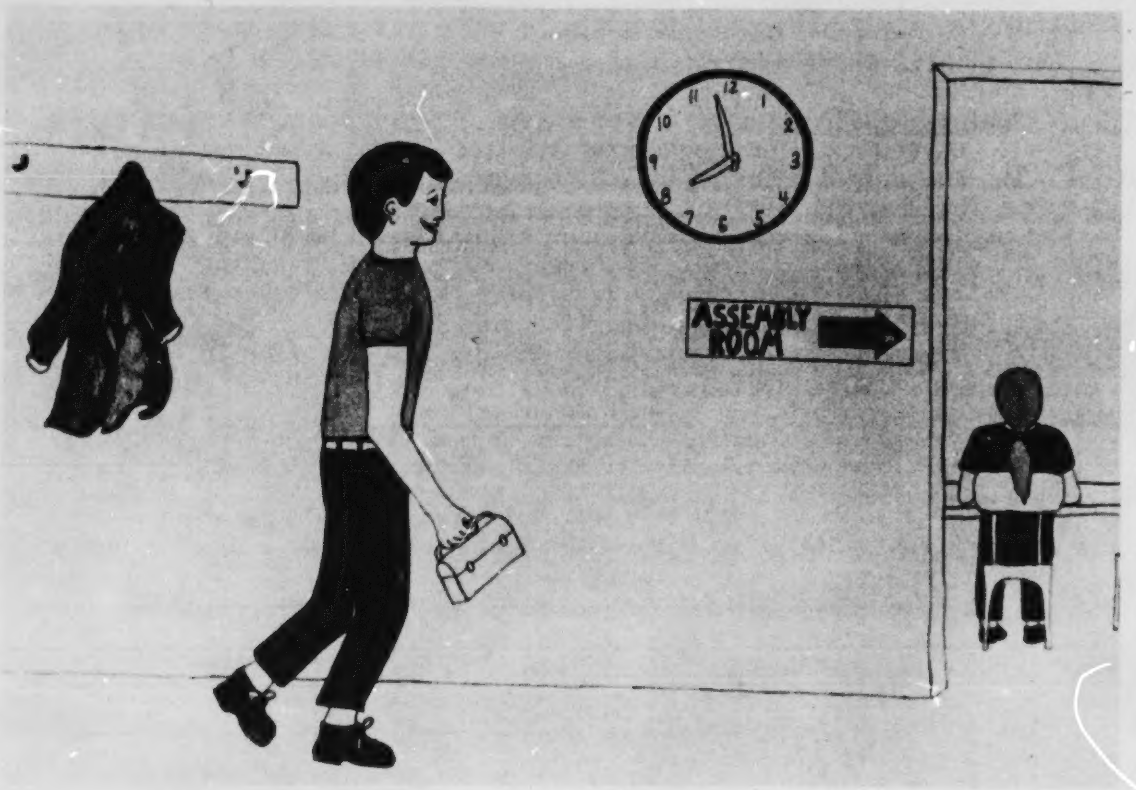
PACKET - SELF CONCEPT

Object

1. To help students look for positive traits in relation to job qualifications.

Teaching Instructions

1. Have everyone sit in a circle so they can see one another.
2. Instruct each student to think about what skills other people have.
3. Guide the discussion having each person identify a fellow workers strengths. (i.e. Bob can use a screwdriver, Bill can sew, Sue can work fast, Mary is a happy person.)
4. Have each student think about a positive trait that describes themselves and tell it to the group.
5. Discuss other important capabilities that we should all work to possess and their relationship to holding down a job.



PACKET - OCCUPATIONS FLOOR PUZZLE TREND ENTERPRISES, INC. CONSUMER RESEARCH

Contents

1. One large 27 x 39" self correcting floor puzzle containing 29 large cut pieces. The puzzle is a large mural which includes 19 feature people in a variety of occupational roles. Puzzle can also be made.

Necessary Materials

1. One piece of heavy tagboard for backing of puzzle.
2. Magazines or picutres, from a resource center.
3. Glue.
4. Scissors.
5. Box for puzzle pieces.

Construction

1. Cut pictures from magazines.
2. Make collage by gluing pictures to tagboard (labels may be used with each picture representing occupation i.e., write "taxi" on taxi driver's picture).
3. Cut pictures into puzzle shapes.
4. Label box "career puzzle" and store puzzle in box.

Teaching Instructions

1. Have two or three students sit in a circle on the floor.
2. The students should first connect the outline and background pieces.
3. Then, one at a time have the students place the occupation people in the puzzle. Discuss each occupation as they place the piece in the appropriate space, what the person is doing, and why do you think they are doing it, etc.
4. When the puzzle is complete, discuss all the signs in the mural (i.e. danger, dentist, etc.), and what they mean, what could happen if you don't observe them, etc.
5. Take a walk into the community to see if you can spot people doing the work protrayed in the puzzle.

PACKET - PEOPLE, PLACES, AND THINGS: OCCUPATIONS, TEACHING RESOURCES No. 85-610

Contents

1. Ten 5 1/2 by 10" cards with a place picture at the top and four squares below, and assorted smaller cards depicting people and items found in each place. The places listed on the larger cards are:
    - a. Fire station
    - b. Post office
    - c. Police station
    - d. Hospital
    - e. Building site
    - f. Farm
    - g. Beauty shop
    - h. Restaurant
    - i. School
    - j. Service station

Object

1. Students match the appropriate smaller cards to the right building.

Teaching Instructions

1. Have the students discuss the name of each facility and the services it provides.
2. Discuss each smaller card, what or who is on it, what function it serves, etc. (i.e. firehose, pitch fork, menu, etc.).
3. Play a game. Give each student a master card. Set the smaller cards face down in a center pile. Have students take turns drawing one card at a time. Each student is to hold up the card, identify it and place it in the appropriate facility. The first person to get a full card wins.
4. Play charades. Place the smaller cards with pictures of people on them upside down on the table. Have each student draw one card and then act out the picture on that card without speaking. The other students try and guess what occupation the student is acting out.
5. Take a field trip to a restaurant, police station, post office, etc.

PACKET - CAREER LOTTO KIT - MILTON BRADLEY CO.

Contents

1. Three game boards showing nine career pictures with appropriate matching cards. (i.e. firefighter/fire hose; ranger/hiker; mailman / post office, etc.)

Object

1. To familiarize the students with the world of work and help them to associate people using tools and things in their work, to see people working with other people, and to see places where people work.

Teaching Instructions

1. Open the gameboard for a two-handed game. Play with two people.
2. Stack all the cards for that game on one side of the board.
3. Have the students alternate turns drawing one card at a time.
4. If the student can play the card then he should put it on his half of the board next to the corresponding picture.
5. If the student has drawn a card that is a duplicate of one that he has already played on his board, then he is to place the card face down on the opposite side of the board.
6. Continue until the students have gone through all the cards one time.
7. Move the stack that is now face down to the other side of the board and continue with that stack.
8. Continue until one person has filled in every place on his side of the board.
9. The first person with a complete board wins. This is a modified version of playing the game. We found this modified version more suitable for our students than the company's instructions as it allows more repetition and matching.
10. Ask the student to describe the special clothes that the people have on in the pictures and discuss why, etc.
11. Have students explain what members of their family and friends do for a living.
12. Have students role play the jobs portrayed in each picture (i.e. secretary, policeman, cook, etc.).
13. Discuss the jobs of people you see on television, hear on the radio or people you see each day away from your home.
14. Take a field trip into the community and discuss different people you see working.
15. Have different workers in the community visit and explain their job.

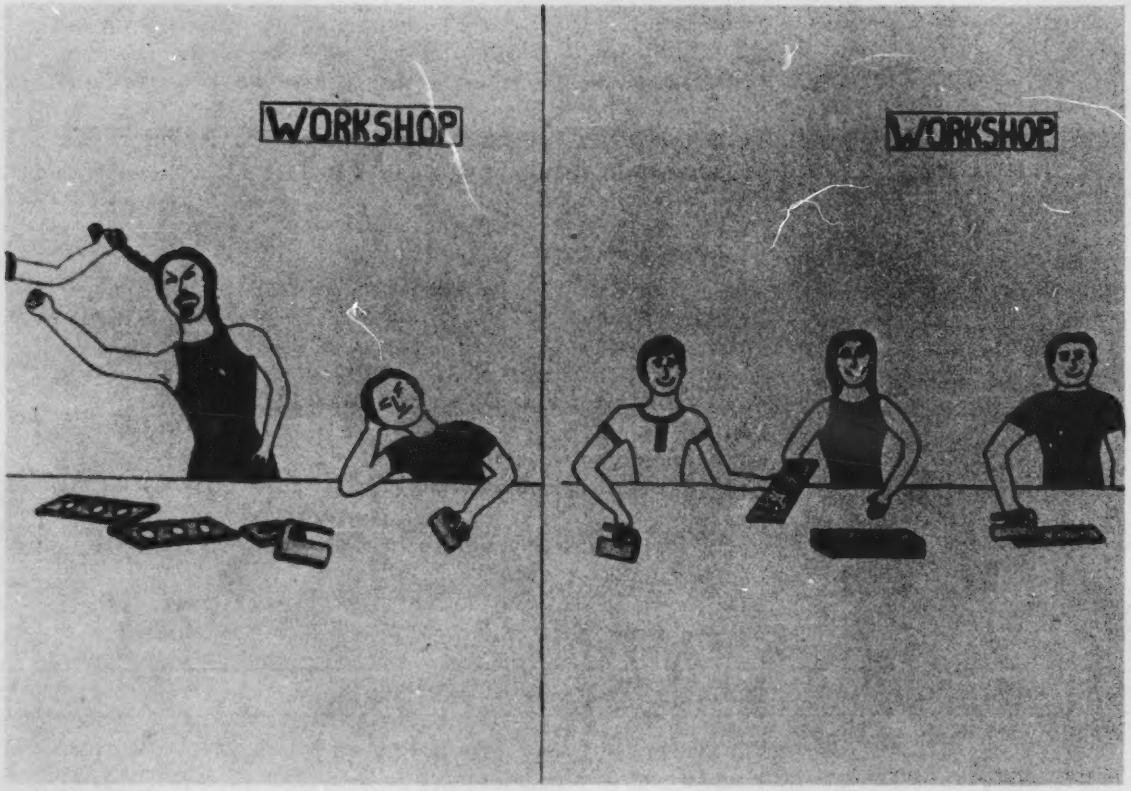
PACKET - THE ROLE OF BOSSES AND WORKERS

Object

1. To have students be able to view the world of work from all aspects.

Teaching Instructions

1. Role play that everyone in a group is a boss. Ask such questions as:
    a. What kinds of rules do we have on the job?
    b. Who enforces the rules?
    c. If someone calls in sick and you see him going out to lunch, what should you as the "boss" do?
    d. If someone calls in sick for three work days straight what should you as a "boss" do?
    e. If someone is late every day what should you do?
    f. If someone is not working while on the job what should you do?
2. Role play that every one in the group is a worker. Ask such questions as:
    a. Every job has rules, why?
    b. Do you think a worker should be aware of company rules before he starts?
    c. When you get sick, should you let your boss know? Why? How could you let him know?
    d. What does sick leave mean? When should you use it?
    e. What does vacation time mean? Should you plan a vacation in advance? Why?
    f. Why do you get out of bed in the morning to come to work? Wouldn't it be nicer for everyone to stay home and watch T.V? Why?
    g. Why do we need money? Can we live without it?
    h. Do you feel good when you finish a job? Why?
    i. Co-workers keep giving you their work. What should you do?
    j. A co-worker slips and falls. What should you do?
    k. You over slept and are going to be late for work. What should you do?
    l. Your boss has told you you need to improve your work, What should you do?


WORKSHOP
WORKSHOP

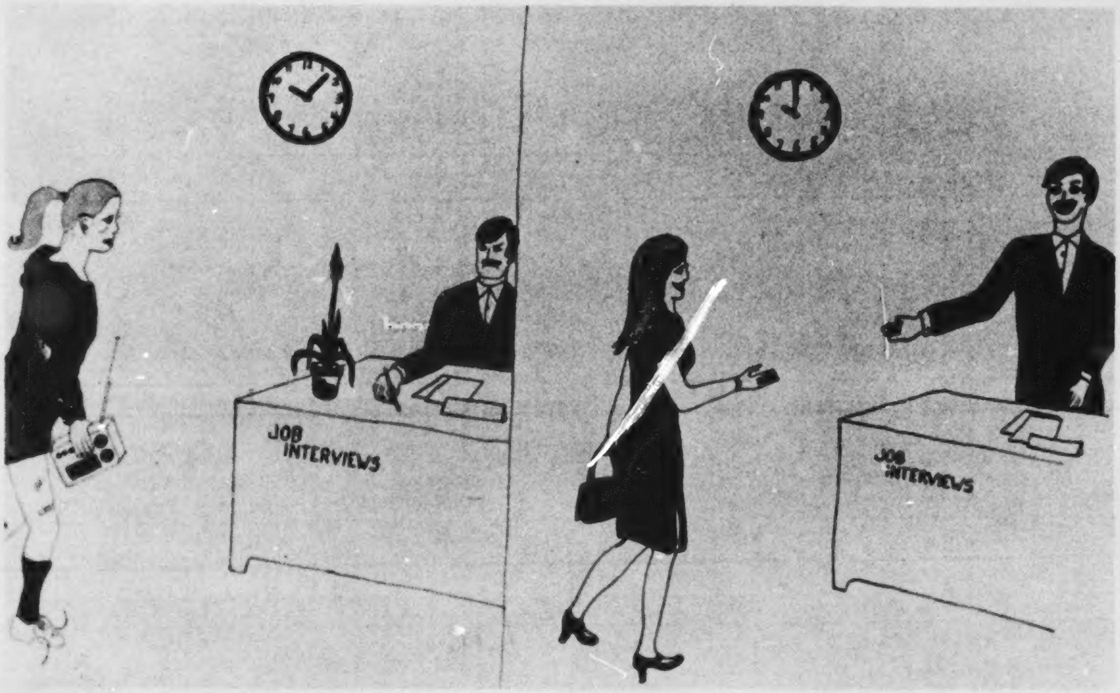
PACKET - INTERVIEWING ROLE PLAYING

Object

1. To let students experience a job interview and become familiar with possible interview questions and techniques.

Teaching Instructions

1. Let the students choose one person to act as the employer conducting the interview and one student to act as the person interviewing for the job. Then have them role play a mock interview with the employer asking appropriate questions for that job. At the end of the interview have the other student critique them and offer suggestions. Then have the two students in the interview change places and conduct another interview. Continue with this procedure until each student has had a chance to be both the employer and the applicant.
2. When two new students begin an interview have them select a new job to role play.
3. Lead the group in a discussion to make sure they understand what is wanted:
   a. Was the applicant neat and clean?
   b. On an application, what is meant by address, reference, who to contact in case of emergency, etc.?
   c. Was the applicant qualified for the job?
4. Use this packet in conjunction with packet and slides on Appropriate Attire.



PACKET - CLOCK

Contents

1. One 12 x 12" cardboard clock.

Necessary Materials

1. Black marking pen.
2. White tagboard.
3. Two pronged clip.
4. One small piece of black tagboard (2 x 6").

Construction

1. Draw a large circle on the white tagboard that covers entire area.
2. Punch hole in center of circle.
3. Draw numbers with black marking pen within circle to resemble a clock.
4. Cut out hour and minute hands from black tagboard.
5. Attach arms to center of clock with clip.

Teaching Instructions

1. Teach key times first (i.e. 8:00 a.m., 12:00 a.m., 5:00 p.m., etc.).
2. Always teach "after the hour" (i.e. 10 minutes after the hour, 30 minutes after the hour, 45 minutes after the hour, etc.). This provides more consistency and less confusion to the student.
3. Give the student different times and have them set them on the clock (i.e. 10:15, 10:30, etc.).
4. Consult a T.V. Guide, or a sports or movie schedule, and have students set clock to the time of their favorite shows or events.

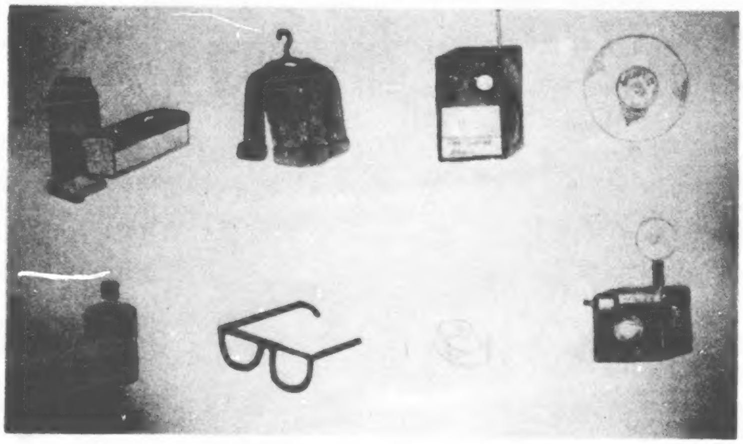
PACKET - PROBLEM SOLVING CARDS - MODERN EDUCATION CORPORATION
S SOUND AND R SOUND

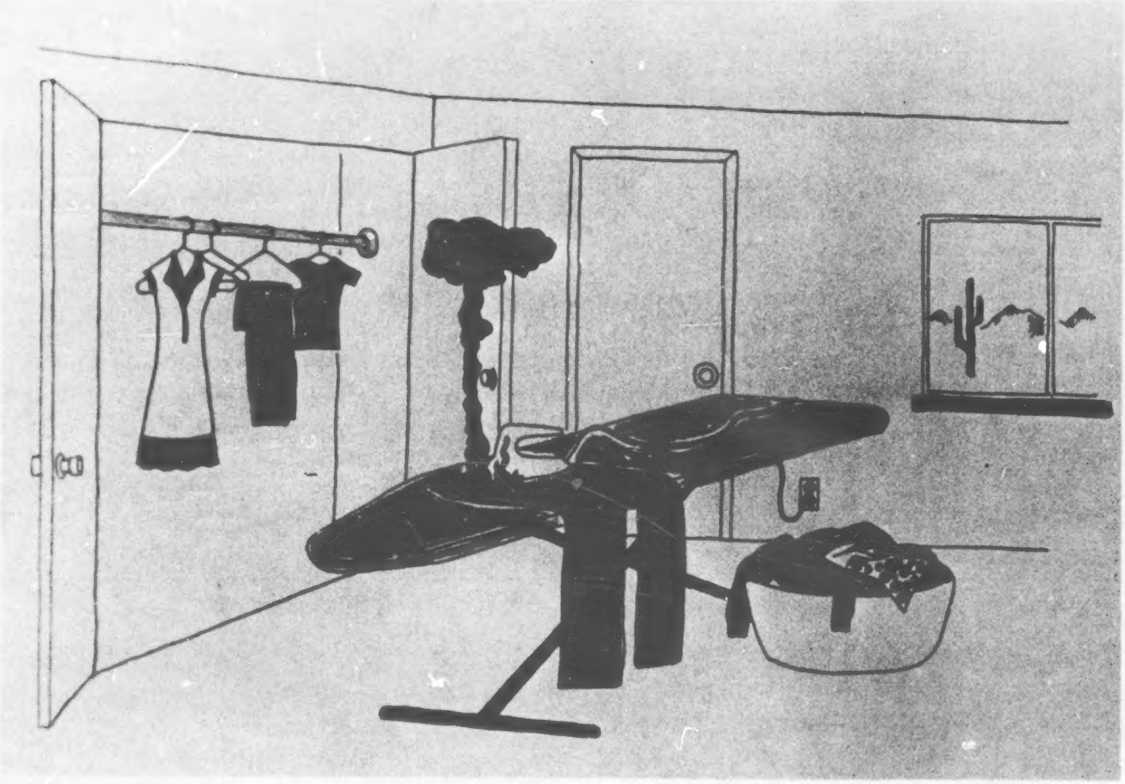
Contents

1. Twenty-four colorful cartoon-like drawings of problem situations with three cards related to each problem card showing different possible solutions. (i.e. man with torn shirt, does he mend it, throw it away, have someone else mend it? Sink running over, do you mop up water, catch water in buckets, or turn off water?)

Teaching Instructions

1. Have students identify the problem depicted on the problem card.
2. Have students choose the solution card that they think best solves the problem. They can also tell why they feel other solutions shown are unacceptable.
3. Ask questions such as:
    a. What will happen if problem is not solved? (i.e. water will flood building from overflowing sink, etc.)
    b. Do you know of any other ways to solve the problem?
4. Have student dramatize the various problems, and discuss how each felt in his role.
5. Problem solving taught in this manner helps the student to deal more effectively with obtaining and holding a job.





PACKET - CREATIVE THINKING PICTURES, MILTON BRADLEY CO.

Contents

1. Thirty situation pictures that include such things as:
    a. Man hitchhiking.
    b. Woman leaving beauty shop unhappy.
    c. Car accident at an intersection.
    d. Fat teenager looking at others having fun and dancing at a party.
    e. Doctor talking to a family in the hospital waiting room.
    f. Large bear entering a campsite.
2. Slips of paper that have one different emotion written on each (i.e. sad, angry, etc.).

Necessary Materials

1. Pictures from available sources of different situations.
2. Glue.
3. Scissors.
4. Black marking pen.
5. White tagboard.
6. Index cards.
7. Creative Thinking Pictures, Milton Bradley Co. (see references), may be used instead of index cards.

Construction

1. Glue.
2. Using the black marking pen write one emotion on each index card.

Teaching Instructions

1. For each picture discuss the preceding and following events. (i.e. why did the car get in an accident, what will happen now, what will happen to the wrecked car, what happens if the driver or passengers are hurt?)
2. Have each student role play what is happening in each picture.
3. Have the students ask each other questions about the picture to discover the different stories each would like to tell.
4. Provide different outcomes (happy/unhappy endings) for the same situation picture and encourage the student to think of different ones, too.
5. Have each student draw an emotional word card and act out joyful and sorrowful scenes, etc. This knowledge of different emotions and discussion on how to handle these emotions can help the student feel healthier and happier, as well as preparing him/her for the job environment.

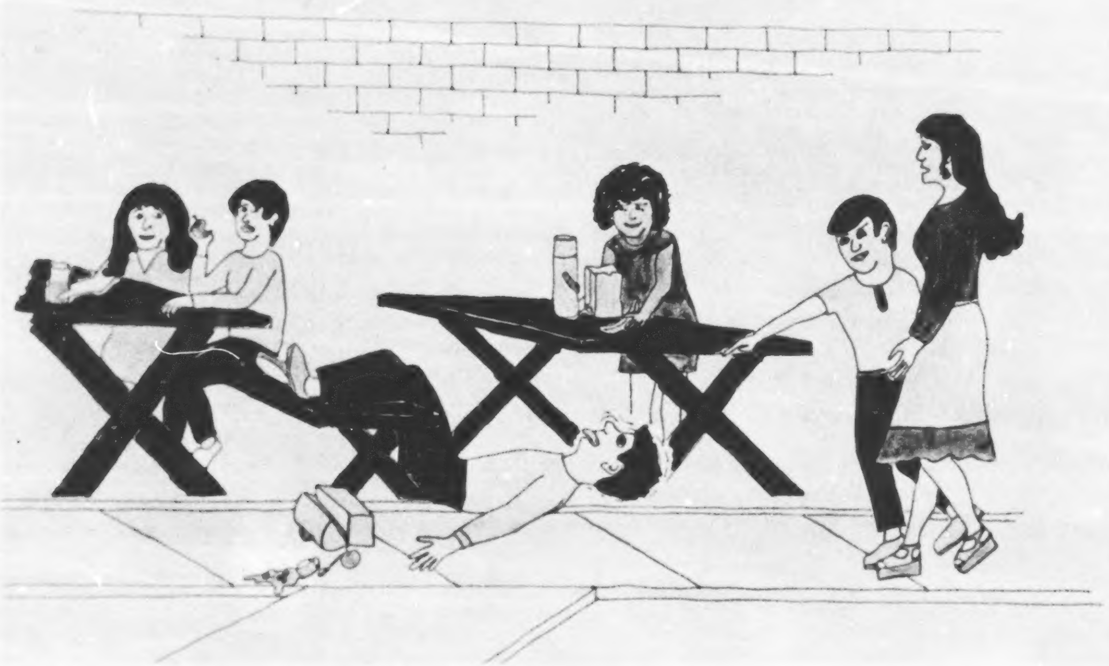
PACKET - LOGIC CARDS, DEVELOPMENTAL LEARNING MATERIALS No. 241

Contents

1. Thirty picture cards showing adolescents in a wide variety of situations. (i.e. asking a girl for a date, male and female getting ready for a date, male and female going to a party together, etc.)

Teaching Instructions

1. Any number of cards can be used as there is no single right way to sequence the cards. Use as many cards as the students' functioning level permits.
2. Have students tell a story about the cards and try to encourage a logical explanation of events.
3. With a small group have students place all the cards face down on the table. Each student takes a turn and picks a card and explains the illustration. The students take turns until all the cards have been used.
4. Have students role play the activities that are illustrated on the cards, thus helping them to deal effectively with situations which may occur in a job situation.



PACKET - PICTURE SEQUENCE CARDS, MODERN EDUCATION CORP. (INDOOR)

Contents

1. Ten, four card sequence cards consisting of colorful cartoon like drawings illustrating:
    - a. Family trimming Christmas tree.
    - b. Girl getting ready for school.
    - c. Man and boy taking an airplane trip.
    - d. Teenage boy building a bird house.
    - e. Teenage boy and girl going to the movies.
    - f. Mother and daughter washing dishes.
    - g. Mother and daughter buying shoes.
    - h. Two girls taking bus to school.
    - i. Sequence of growth (i.e. baby, girl, teenager, adult).
    - j. Teenage boy getting a hair cut.

Teaching Instructions

1. Have students sequence cards in proper order (for lower functioning students two cards might be used to start and add remainder as student progresses).
2. Have students tell a story that relates to the sequence of cards.
3. Have students role play the situation portrayed in the sequence.
4. Take field trips into the community and have students actually participate in the activities represented in the sequence (i.e. go to the movies, visit a barber shop and have male students get a hair cut, etc.).
5. Relate these activities to actual employment and working situations.

PACKET - STORY TELLING, JOB SAFETY

Contents

1. A manila folder containing smaller duplicates of signs such as:
    a. No Smoking.
    b. Danger.
    c. Do Not Enter.
    d. Exit.
    e. Restricted area.
    f. Wet Paint.
    g. Hard Hat Area.
    h. Mens' Room.
    i. Ladies' Room.
2. Also included is a picture of "Billy Blunder", an accident prone individual who looks sloppy, half awake, and has multiple bruises and cuts, and a picture of "Sally Stumble" who is the female counterpart of "Billy Blunder".

Necessary Materials

1. Tagboard.
2. Marking pens.
3. Magazine.
4. Scissors.
5. Glue.
6. Manila envelope.

Construction

1. Cut tagboard to resemble the shape of the appropriate signs and then label accordingly.
2. Cut out a picture from a magazine of a man and woman both dirty and sloppy. Glue on to a piece of tagboard, add a few cuts and bruises and then label "Billy Blunder and Sally Stumble". Store these in manila envelopes.

Teaching Instructions

1. Hold up the pictures of "Billy Blunder" and Sally Stumble". Then have the students, one at a time, choose a safety sign. Assume Billy and Sally never paid any attention to the signs. Let the students create stories about Billy and Sally when they ignore the signs. Discuss what would have happened if they had obeyed the signs.
2. Take a tour of the students' work center or a work facility and observe the signs. Discuss why the signs are there and what purpose they serve.

HELPFUL HINTS

1. Baby shampoo - won't hurt eyes.
2. Hair brush - brushes are now on the market that are made of plastic with bristles approximately 3/8" - 1/2" apart. It's much easier for the students to pull through their hair.
3. Cheese grater - free standing rectangular ones are easier for the students to hold.
4. Automatic can opener - for students with poor motor skills; this is easier than a manual can opener.
5. Pot holders - mittens are much easier for most students.
6. Plastic dishes - can be stylish, modern, and attractive.
7. Plastic table cloths - can also be practical and attractive.
8. Kitchen utencils - hang in the kitchen whenever possible; avoid shuffling through overcrowded drawers.
9. Coffee measuring cups - (i.e. ones that come with ground coffee) can be used to measure shampoo, cream rinse, dish soap, etc. Eliminates waste.
10. Free dental kits - (with toothbrush, toothpaste, etc.) call your local school district.
11. Emergencies - teach students to dial "911" not "0"; that way the call can be traced.
12. Problems with shoe tying - avoid frustration and buy slip-ons, loafers, etc.
13. Garden hose - either buy a hose rack or mount an old tire rim on the wall where you keep your tools. Avoid kinks.
14. Garden tools - paint the shape of the tool on the wall where it is stored, as a visual aid.
15. Smoke alarms - highly recommended for students in independent living situations. These can be purchased relatively inexpensively.
16. Dusting - spray agent onto cloth instead of table. Avoid waste.
17. Shower nozzle - many on the market with long extension pipes. Great for students who shouldn't stand while shampooing their hair. Also great for rinsing the tub while cleaning.
18. Movie tickets - sometimes co-ops or credit unions sell tickets at a discount. Always call in advance on field trips. Often times businesses and amusement facilities offer special rates to special groups.
19. Teaching tools - take color photos of pictures you can't find in magazines or local resource center.
20. Money - whenever possible use real money. If that is not possible, Developmental Learning Materials, Coins and Bills No. 322, offers extremely authentic looking artificial money.

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3. Teacher approved bulletin board aids - career opportunities.
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5. Career cards - Milton Bradley Company, Springfield, Mass.
6. Toys - fruit, vegetables, canned food, milk, etc.
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9. Menu - Sambo's, Flamingo Hotel.
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